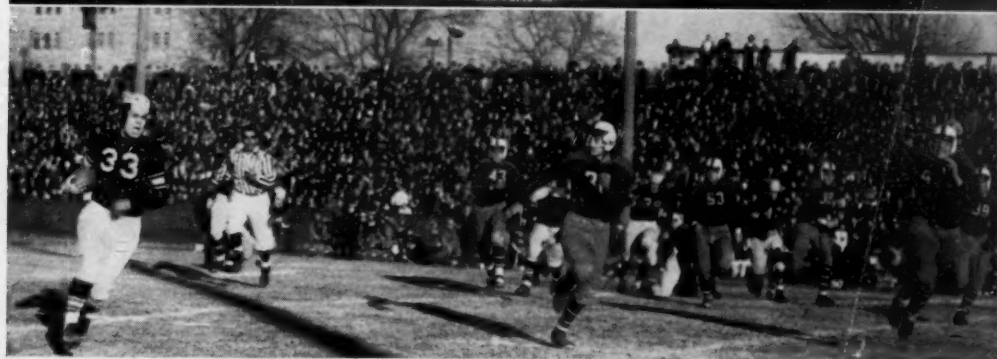


School Activities

September 1939



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School Activities

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SEPTEMBER, 1939

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As the Editor Sees It

We begin our ELEVENTH year. Pardon us if we are somewhat exuberant over the fact that in spite of the depression with its handicaps and discouragements, SCHOOL ACTIVITIES has not only existed, but continued to grow. We recognize that school people themselves are responsible for this development. And we hope, with their continued assistance, to ever widen our sphere of usefulness.

May we emphasize again that assigning ALL teachers to home room responsibilities is no more logical than assigning ALL of them to teaching art, music, cabinet-making, or mathematics. The unsympathetic, insight-lacking, or unprepared home room sponsor is a liability and not an asset. A staggered home room schedule, either daily or weekly, is essential to competency in home room guidance. And, of course, the curricular teaching load of the two-, three-, or four-group sponsor should be suitably lightened.

"At least half," replied the owner of a large, big-city movie theater in response to our question, "What proportion of pictures would you refuse if you were not block-booked?" Despite current wide-spread criticisms and the work of the official fixers, Hollywood has consistently refused to recognize its cultural, ethical, and aesthetic responsibilities. It listens only to the box office. A few hundred intelligently handled "Motion Picture Appreciation" clubs, organizations, and discussions in our schools would make Hollywood stop, look, and listen.

The present flood of editorial reactions to consumers' research organizations, school and college courses, addresses, conferences, and general literature, means, naturally, that the advertisers are resisting these attempts to develop more discriminating READERS OF, and LISTENERS TO, commercial

advertising. Too, it is evidence that these attempts are having beneficial results. Consumer education represents worth-while home room, club, assembly, campaign, and publications material in any school. Let's help to make "Truth in Advertising" something more than a rhetorically pretty expression.

With this issue we begin a new department—QUESTIONS FROM THE FLOOR. This is not a "phoney"—a section in which the staff asks the questions to which it knows the answers. Only bona fide questions supplied by our readers will be used. When these questions cease coming in, the department will be discontinued.

Obviously, the limitations of space, knowledge, and experience militate against complete, satisfactory, and final answers to many of the questions. But we hope, with the help of competents, to make this department valuable.

The director of athletics at a certain college recently proposed at an inter-collegiate conference that scholastic eligibility requirements be abandoned. Was he taken seriously? Thank goodness, he was not!

Considering your policy concerning commercialized assembly programs? Let's remember that although a few of these bought programs may be justifiably included, an over-loading with them but reflects a failure of the school to recognize, appreciate, and capitalize assembly opportunities.

SEPTEMBER—the time to begin planning for next spring's graduation while last spring's is still fresh in mind. And time to begin the organization (or reorganization) of your PERMANENT yearbook staff.

Best wishes for a successful year—extra-curricularly, curricularly, professionally, and personally.

SCHOOL ACTIVITIES

The Council at Work Building Morale

MOST administrators, teachers and student leaders are interested in building school morale, or spirit. All too often, however, this matter of school spirit is something that is evident during an athletic contest and then as far as the rest of the school work is concerned, it is a matter of wishful thinking. It is probably impossible to have a school that is vital and challenging unless there is a live, meaningful morale which permeates the whole school life. Dr. McKown's emphasis is pertinent and timely when he states, "A most essential element of any good school is spirit or morale . . ." (1).

Many things about the school should build morale: the personality of the teacher, the home rooms, the school assembly, and the school council. The school council should be charged especially with this responsibility. The principal, every teacher, and every student should be represented on the school council. The school council represents joint participation and as Dr. Roy Street says, "Joint participation makes for understanding and friendships." (2) For these three groups—the administration, the faculty, and the students—to understand one another is the logical foundation for building morale. But school morale will not "just grow," it must be developed.

If the council is to assume this responsibility and lead the way, the student leaders of the council must know what to do. Each year, then, the council should begin with the fundamentals—the three R's of council work, read, "rite," and roam. Council members need to read about building a better school. Books on student activities and copies of *SCHOOL ACTIVITIES* and *Student Life* should be carefully studied by the student leaders of the council.

The second R is that council members need to "rite." As the alert school administrator is anxious to find out what plans are proving successful in other schools, so, too, the wide-awake council leader will want to know just what activities are being handled successfully by other councils. Handbooks, reports of projects sponsored, and installation programs, all of which may be secured by writing to other schools, will provide the alert council member with much valuable information. So the second R of council work is to write for information. Of course, the council member must realize that no plan should be transplanted bodily from one school to another, but after he has learned as much as possible he can grow his own plan. (3)

The third R in council work is that council

FRED B. DIXON

Principal of Hickman Senior High School,
Columbia, Missouri

leaders can profitably roam. A well-planned visit to another school or to a council conference can be an educational gold mine. These visits, naturally, should not be just social affairs. The council members must know why they are going and what they are going to look for when they arrive.

Another vital part of council work, which might be another R, is the willingness to assume responsibility—to work until the job is finished. In the state of New York, high school seniors were asked this question: "Should a student accept nomination as president of the student council if he is the best qualified student, provided such acceptance would mean a serious curtailment of other activities?" (4) Only one student in seven gave an affirmative answer. This rather tragic response recalls the statement, "The heights charm us, but the paths that lead to them do not." Council members must be gripped not only with the honor, but also with the responsibility . . . and perhaps the sacrifice involved.

Faculty and student leaders of the council, who stick to fundamentals—these three R's of council work—will find many councils busy at this important task of building school morale. Eleven activities which councils have successfully used for that purpose will be listed and described briefly.

1. *Improving the quality as well as the volume of school yells.* Many councils have gathered together and arranged for printing a collection of school yells. This is helpful. It is also important to improve the quality of the yells. One yell of doubtful quality is:

"Eat 'em up; tear 'em up,
Give 'em hell,
WILDCATS!"

This might be supplanted with:

"All together, get together,
Stick together! Now—
Smithton High School!
Wow, Wow, Wow!"

This latter yell at least is in harmony with our fundamental thesis—that school spirit is not made by tearing the opponent up, but by sticking together.

2. *Sponsoring school projects.* (5) Many projects could be suggested and many have been successfully used. The specific project

is not so important, but it is essential that the project be one in which student interest is easy to capture. It must be a project in which every teacher, and, if possible, every student participates. It is difficult to find a project that will surpass the homecoming parade, into which each home room in the school puts a float. It is not the spirit which might be aroused for the particular game that is important, but the experience of faculty and students working together. This togetherness does build morale.

3. *Securing a school flag.* Each school should grow, out of the life of the school, its own flag. The designing, the making, and finally, the adoption of the flag, should be a co-operative undertaking. When finished, it should be not only attractive, but also full of import in terms of the tradition of this particular school. One school secured a very beautiful flag at a cost of less than twelve dollars.

4. *Vitalizing the assembly ritual.* One council, faced with an assembly ritual that was far from satisfactory, got back to fundamentals—the three R's. It was found that other councils had effective rituals. The trouble was soon discovered: the ritual was too long, and was not meaningful to the student body. Today this school has an effective assembly ritual.

5. *Vitalizing the handbook.* Many handbooks are about as interesting as a college catalogue. Handbooks may be vitalized by the use of pictures. Some councils save all cuts from the yearbook and then find, in a year or two, that some of them will add greatly to the attractiveness of the handbook. Other councils have put in their handbooks a division on school morale, and others have worked out interesting tests on "What it means to be loyal in——High School."

6. *Developing a school seal.* The school seal is widely used in the modern secondary school. The council should see to it that its seal is significant to all students. One council arranged for a playlet in which the school seal was duplicated out of cardboard, and then placed together, part by part, in an "assembly of traditions."

7. *Organizing leadership clubs.* Leadership clubs can, if properly organized and directed, make a definite contribution to school morale. Here interested student leaders may discuss and study the purpose of student activities, the techniques of group management, the fundamentals of parliamentary procedures, elementary psychology and mental hygiene.

8. *Sponsoring a playwriting contest.* In one school each home room was encouraged to write a playlet on school loyalty. The playlet that was judged the best was presented at an assembly, and the home room giving it re-

ceived an award from the council committee on school morale.⁽⁶⁾

9. *Presenting an assembly on traditions.* The council should make the assembly of traditions one of the most impressive assemblies of the school year. This program should be one in which the customs and traditions of the school are dramatized by the seniors in an effective and impressive way. Plans for this assembly should be well under way by the time school starts in the fall. This assembly, if carefully planned, will be exceedingly valuable for developing wholesome *esprit de corps*.

10. *Cultivating alumni support.* Writers in the field of student activities have repeatedly emphasized that students who are no longer in the school should not belong to school clubs or other organizations. This point of view is sound. Graduates, however, have frequently said, "I have not had any contact with my school since graduation night." The school council in the Hickman High School at Columbia, Missouri, contacts each graduate of the previous year at least twice by the time he has been out of school one year. A postal card is sent to each graduate inviting him to attend the Christmas assembly, and another one, carrying an invitation to the school carnival.

11. *Vitalizing the work of the home room.*⁽⁷⁾ In most schools the home room is the basis for the election of council members. Problems and projects to be considered in the council should be discussed in the home room both before and after council deliberations. The council's activities and problems must reach every student and faculty member. Council members must become skillful discussion leaders. The home room must be the clearing house and the discussion center for all student activities. When council members assume this responsibility, the home room will become an important link in the building of school morale.

- (1) McKown, Harry C., "Extra-Curricular Activities," The MacMillan Company, 1937, p. 604.
- (2) Dr. Roy Street, Psychologist, Battle Creek, Michigan, Public Schools. Lecture at Northwestern University, summer 1939.
- (3) Students who read Dr. E. K. Fretwell's "Extra-Curricular Activities" will realize the importance of growing their own programs.
- (4) The Regents' Inquiry, "High School and Life," by Francis T. Spaulding, McGraw-Hill Book Company, Inc., 1938, p. 25.
- (5) For valuable suggestions see: "Some Student Council Projects in the Larger School" by Louise Barthold, "School Activities," April 1939.
- (6) Copies of this playlet on "Loyalty" may be secured from the council at Hickman High School, Columbia, Missouri.
- (7) "Guidance in the Secondary School," by Hamrin, Shirley A. and Erickson, Clifford E. D. Appleton-Century Co., 1939, should be read by all council leaders and the faculty sponsor, to get a comprehensive picture of the place of the home room in the school of tomorrow and its relation to the council.

New Programs for Youth

ORREN H. LULI

*Deputy Executive Director,
National Youth Administration*

THE extent to which the National Youth Administration provides young people with recreational opportunities is not generally known. This is, nevertheless, an important phase of its program. In June, 1938, some 39,200 young men and women (or over 18 per cent) out of a total of 209,400 NYA project workers were being employed as recreational leaders and in the construction or maintenance of recreational facilities. How many other young people benefited from the large increase in recreational opportunities as a result of this NYA assistance it is impossible to estimate accurately; but the figure certainly runs well up into the hundreds of thousands.

Much of the NYA work in this field is of rather a routine nature and would be of little interest to the readers of *SCHOOL ACTIVITIES*. The youth workers supervise game-rooms, in such organizations as YMCA's and YWCA's; they help on playgrounds and athletic fields; they build tennis courts and baseball diamonds; they make ping-pong tables, checkerboards, and other recreation room supplies. There are, however, a number of NYA recreational projects of an unusual and outstanding type that should appeal to educators who are interested in extra-curricular activities.

Because the NYA's appropriation is so small as compared with the magnitude of the problems it faces, it has been essential that considerable ingenuity and resourcefulness be used to make the available funds go just as far as possible. Youth centers and work shops have been constructed out of materials obtained from abandoned schoolhouses and CCC camps. Hardly a school or public building is vacated because of a move to newer quarters, that NYA officials do not try to obtain the free use of it for the conduction of leisure-time activities for all young people, whether on relief or not. Teachers and instructors for NYA workers in their off-project hours are obtained from many sources—such as Smith-Hughes or George-Deen funds, WPA adult education projects, public schools, settlement houses, churches and so on. They teach the NYA youth many subjects other than those directly related to the work they are performing.

For example, Betty and Ernest K. Lindley in making a tour of NYA projects visited a Kentucky mountain sewing room where the supervisor prepared a list of simple questions for discussion each day. On the day they visited the project, the supervisor asked the group of sixteen girls to name what they considered the four outstanding events of the past year. One answered, "It sleeted"; another

that "My grandmother died"; and a third, "The flood." None of the girls knew who was the Governor of the State, though one volunteered in a hesitating voice: "Abraham Lincoln." After the day's work was over, the supervisor of the boys' project in the same county taught fourteen of his workers how to read and write.

In Providence, Rhode Island, it was found that the girls on a sewing project wanted, in addition, to learn something about the whole field of home-making. A three-hour course each week, conducted in off-project hours, was therefore arranged in which the NYA girls were taught the planning and serving of meals, cooking, health and personal hygiene, home decoration, simple English, grooming, and etiquette. During the noon lunch hour, a hot meal was prepared by a group of girls, under the direction of a WPA dietitian, and served at a cost of ten cents to all who wished it. Subjects of an immediate and practical interest were thus presented to the girls who eagerly attended the classes on their own time.

On a unique project at the Netherlands Historical Museum in Holland, Michigan, NYA workers have been preparing a distinctive program for school students, under the direction of the district supervisor's staff and special committees of teachers representing schools of the city. The NYA youth make possible a conducted tour of the Museum by groups of fifty children, accompanied by their teachers. A visit to the Museum, which takes place during school hours, includes also competitive games, class room examinations, story telling, illustrated scientific lectures, historical sketches through the medium of puppetry, and talks on art, literature, and music. The program is worked out for four separate educational levels—early elementary, later elementary, junior high, and senior high school students. For example, in presenting the story of light to members of the first group the NYA youth give an actual demonstration of candle making. Demonstration of the spinning of yarn from raw wool, and its subsequent weaving into cloth, is another unusual and valuable feature. Through a puppet stage constructed by the NYA workers a number of plays illustrating important local historical events are performed.

About thirty NYA young men and women have been engaged in preparing a portable natural history museum of local interest for use in the public schools of Riverside, California. Sponsored by the City Board of Education, it embraces botanical, entomological,

geological, and mineralogical specimens; topographical maps also show land faults, erosion and other geological features; and opaque projector slides illustrate various aspects of the natural sciences. The Board of Education is furnishing almost all the materials, equipment and supplies as well as supervision and a work shop.

The need for far-reaching and well-supervised extra-curricular school activities is brought out by a number of NYA studies on the subject of juvenile delinquency. The most thorough and significant of these has recently been released by the University of Denver under the title of "The Youth Problem in Denver." This survey was in part made possible through NYA project workers. In its conclusions it was stated that "in contrast to the general average of 24 per cent who were not making satisfactory use of their time, more than half of the youth in some of the districts along the Platte River fell in this category. This high incidence of unemployment or partial employment is found for the most part in the areas in which the problems of juvenile delinquency and of relief are greatest." In fact, in one district where nearly 48 per cent of the youth were unemployed, the juvenile delinquency rate per thousand was 111.5. This compares with several other districts located in a better part of town where only 3 per cent of the youth were unemployed and the delinquency rate varied between only 3.2 and 6.3 per thousand. Here is still further evidence of that old adage that Satan finds work for idle hands to do.

Finally might be mentioned a project in Georgia on which the NYA has been co-operating. All the Future Farmers of America clubs of that State pledged \$3.00 for each of its members, numbering 6,000, in order to establish an FFA camp. With the funds collected, a camp site of 150 acres was purchased on Jackson Lake in the central part of Georgia; and 125 NYA youth were set to work clearing the land and quarrying native granite for use in erecting a large recreation building as well as a dining hall with a kitchen and storage rooms. In

April, 1938, the boys had also completed five cabins, capable of housing from 12 to 20 occupants, in addition to a seven-room house for the camp director. The Georgia Department of Vocational Education sponsored and directed the work of the NYA youth.

Of all NYA projects the practical principle of learning while working is stressed. I have described here only a few of the recreational projects but on these as well as all others the supervisor in charge of NYA workers is required to correlate the job that is being performed with outside subjects. Arithmetic and English, for example, are shown to be useful and necessary and not merely theoretical subjects that have no practical application. This is a particularly vital requirement for NYA workers, since so many of them left school because they lost interest entirely in the normal curriculum and the old-fashioned method of presenting subjects. The NYA is now operating well over 150 resident projects where this integration of work with a general education is being carried out in an intensified fashion. Approximately half the time of the nearly 8,500 young men and women participating in these projects is spent in the classroom; the other half is spent on jobs with a definite vocational training value. At Quoddy Village, Maine, for example, where the NYA has taken over the responsibility of keeping the existing plant in good condition, some 400 boys are receiving a combination

(Continued on page 28)



Augusta, Georgia, NYA girls are instructed in buying groceries, fruits, and vegetables

The Accounting of Extra-Curricular Activity Funds

H. V. MASON

*Principal, Senior High School,
Hannibal, Missouri*

SCHOOL administrators should feel just as responsible for the financial accounting in the various extra-curricular activities as they do for the accounting of the funds of the board of education raised by taxation. The responsibility for these extra-curricular activity funds is an important one because such funds are obtained from the public for a definite purpose.

Through the office of the superintendent, boards of education should insist that the principals of schools establish an adequate accounting system. In order to be adequate, the system should be accurate, comprehensive, and easy to operate. It should also be permanent so that it will not be affected by changes in the personnel of organization, and should afford reasonable protection to all concerned.

The public should be informed of the financial status of each account at regular intervals by means of the local newspaper and the school paper. A detailed report may be filed in the public library at the close of each school year.

A centralized plan for the accounting of extra-curricular funds seems to be the most practical. All funds are handled by a central treasurer under the control of a finance committee. This central treasurer in small schools may be the superintendent's or principal's secretary and in larger schools a person definitely employed for this purpose. Such a person is accessible, has regular hours, and has a general knowledge of the entire activity program.

FINANCE COMMITTEE

The accounting system should be headed by a finance committee composed of both faculty members and pupils. Both pupils and teachers should be individuals interested in the school as a whole and not in some one activity. There is no special justification for the captain of the football team, the editor of the school paper, or the sponsors of these activities on this committee just because they represent the organizations handling the largest sums of money.

It is much better for the principal to appoint both teachers and pupils to this committee, rather than have them become members by virtue of other elective positions. The personnel of the committee is most important because it not only acts in an advisory way with reference to all activities in approving

budgets, hearing requests for funds, approving the activities calendar of pay programs, but it also has legislative power to set the price of admissions, approve or disapprove of money raising activities, etc. If an occasion arises necessitating the expenditure of money not included in the budget and before the money raising program has occurred, this expenditure must be approved by the finance committee.

During the first two weeks of the school term each activity should prepare its own budget for the entire year. The officers and the sponsors should estimate the cost of their proposed program and their income for the school year. The budget can then be submitted to the finance committee for approval and adoption. When all of the various activities have submitted budgets, the finance committee combines these budgets and makes up the activities budget calendar for the entire year.

It is the duty of the finance committee to co-ordinate the entire activity schedule so that there will be a balance of pay programs throughout the year. After this calendar is completed, it becomes the guide for the programs of the entire school during the year. This plan prevents the occurrence of haphazard programs on short notice and makes possible a better type of pay productions. Use of the stage, gymnasium, and other rooms can also be budgeted and conflicts avoided by this plan.

The finance committee is also responsible for the proper auditing of accounts. The annual audit should be made by the person who audits the accounts of the board of education in June. This report should be made as a special report to the board of education or included in the principal's report to the superintendent in case such an annual report is made. It should be published when the regular financial statement of the board of education is published.

CENTRAL TREASURER

The central treasurer is the custodian of school funds and receives all fees and funds raised by any organization of the school. This person is, in short, the treasurer of the school and all its organizations. To insure business-like practices, such a person should be bonded for the largest sum of money on hand at any one time. This expense should be defrayed by the board of education.

The central treasurer pays all bills promptly

when they have been approved by the treasurer and sponsor of the organization, prepares monthly balance statements, and at the close of each semester prepares a detailed statement of the financial status of each activity for publication in the local newspaper and the school paper. The treasurer's accounts not only should be accurate, but should be ready for inspection at any time.

TREASURERS OF ORGANIZATIONS

The central treasurer does not supplant the treasurers of the various organizations. These still function in the collection of organization fees, assessments, funds, etc. These funds are then deposited with the central treasurer and are disbursed by him with a school check when the bill has been approved by the organization incurring the expense. In order that these treasurers may receive valuable training in business practices and techniques, it is recommended that each one keep a duplicate record of the financial status of his organization, using the same form as that used by the central treasurer. Once a month these treasurers should meet with the central treasurer to reconcile their records with the official one.

FORMS AND PROCEDURES

In any accounting system certain forms are necessary, but their number should be kept to a minimum. Only those necessary for business-like procedures and practices are recommended.

Central Treasurer's Receipt

| HANNIBAL HIGH SCHOOL ACTIVITY FUND | |
|---|-----------|
| Received from (Sponsor)..... | 19..... |
| For | |
| Account Number and Name of Activity | |
| Amount..... | |
| Signed..... | Secretary |
| No..... | |
| Keep this receipt on file. It is in effect a deposit slip. | |

This receipt is printed in triplicate in book form with the three forms on one sheet. The forms are serially numbered. When the treasurer of an organization makes a deposit with the central treasurer, he is given a receipt, which is in effect a deposit slip. This receipt becomes a part of the records of the organization making the deposit. The central treasurer hangs one on his file, to be used in the proper accounting of this money on his book entries, and the third copy of the receipt remains in the book for permanent reference and auditing purposes. By this method there can never be any doubt as to the exact amount of money which an organization turns in to

the central treasurer. Both the organization and the central treasurer have a check upon each other.

Purchase Order

| Purchase Order | | Hannibal High School |
|--|----------|----------------------|
| | | No..... |
| M..... | | |
| Please furnish the following materials | | |
| To | | |
| Quantity | Articles | Price |
| | | |
| | | |
| | | |
| Ordered by..... | | Approved..... |
| Treasurer | | Sponsor |

When an organization desires to make a purchase, it fills out a purchase order in triplicate, one copy of which goes to the vendor, one to the central treasurer, and the third is kept with the records of the organization. The purchase of any item is authorized by the treasurer and sponsor of each activity and the purchase is made through the central treasurer's office. When an order is received, it is checked by the treasurer and sponsor of the activity. If it is satisfactory, the accompanying invoice is approved, and the central treasurer is authorized to make payment promptly. This permits an organization to take advantage of discounts when they are offered.

The central treasurer files the purchase orders alphabetically in a file suitable for the purpose. Unpaid invoices may be kept in a Manila folder in the front of this file. When the bill is paid, the invoice marked "paid" is clipped to the purchase order. No bill should be paid by the central treasurer until he has received an invoice from the seller, and until this invoice has been approved by the sponsor and treasurer of the organization. All bills should be paid by check. When the bank account is reconciled at the close of each month, the cancelled check should be clipped to the purchase order and to the invoice of the material which has been paid by this check. A file of such purchase orders, invoices, and checks should be kept for each school year.

Treasurer's Check

When an organization has been permitted to make a purchase and the invoice for the same has been found satisfactory by the treasurer and sponsor, the central treasurer is authorized to make payment. A regular check may be used for this purpose.

Ticket Report

A report on the sale of tickets for a program or entertainment should be required. No tickets should be issued without a signed receipt, and a report on the sale of tickets should

be made by every home room or activity selling tickets at the close of each campaign. A complete account of tickets and money should be furnished the central treasurer.

A summary report of any athletic contest or entertainment for which a charge is made should be made on the following report:

| Extra-Curricular Activities Report Hannibal High School Hannibal, Missouri | |
|--|------------|
| Entertainment | 19.... |
| Date.....19.... | Place..... |
| Receipts: | |
| From Sale of Tickets..... | \$..... |
| From Other Schools | \$..... |
| From Other Sources | \$..... |
| Disbursements: | |
| Advertising | \$..... |
| Transportation | \$..... |
| Royalty | \$..... |
| Incidentals | \$..... |
| Total | \$..... |
| Net Proceeds | \$..... |
| Organization | |
| Sponsor | |

Bookkeeping

The system of bookkeeping should be simple yet thorough and accurate. A standard columnar book which is available at any book store is sufficient, and preferably should be loose-leaf. The first pages of the book should be set aside for the daily entries of all transactions irrespective of organization or purpose. This may be called the General Account. A sufficient number of pages should be set aside to operate this General Account for the entire year. A form such as the one shown below may be used.

Following the general account will come in alphabetical arrangement, the account for each activity of the school. If a loose-leaf book is used, new accounts may be inserted in their alphabetical arrangement at any time during the year. If the book is not loose-leaf, the new accounts will be opened at the end of the other operating accounts. An example of this form is shown at the bottom of this page.

A trial balance of this account can always be struck by taking the sums of the receipts of all accounts and comparing it with the

(Continued on page 45)

| CENTRAL TREASURER'S GENERAL ACCOUNT Hannibal High School | | | | | | |
|---|------------------------------|----------|----------------|-----------|-----------|-----------------|
| Date | Items Handled | Receipts | Total Receipts | Check No. | Disbursed | Total Disbursed |
| Sept. 1— | Balance For'd. | | | | | 1,827.32 |
| Sept.15— | Athletics, Season Tickets | 500.00 | | | | 2,327.32 |
| Sept.22— | Honor Society Candy Purchase | | | 1 | 14.00 | 2,313.32 |
| Sept.22— | Athletics, Traveling Expense | | | 2 | 24.75 | 2,288.57 |
| Sept.23— | Honor Society Candy Sale | 21.25 | 521.25 | | | 2,309.82 |

| HANNIBAL HIGH SCHOOL ATHLETIC ASSOCIATION | | | | | | |
|---|---------------------------|----------|----------------|-----------|-----------|-----------------|
| Date | Items Handled | Receipts | Total Receipts | Check No. | Disbursed | Total Disbursed |
| Sept. 1— | Balance in treasury | | | | | \$ 412.82 |
| Sept.15— | Football Season Tickets | 500.00 | | | | 912.82 |
| Sept.22— | Traveling Exp., Louisiana | | | 2 | 24.75 | 888.07 |
| Sept.27— | Palmyra Football Game | 155.00 | 655.00 | | | 1,043.07 |
| Sept.28— | Lowe-Campbell Equipment | | | 3 | 125.00 | 918.07 |

Activities and Projects of Student Councils

A COMPREHENSIVE list of all the activities and projects in which student councils affiliated with the national association of student officers participate has been compiled. The items which appear on this list were taken from correspondence, reports the councils have made from time to time, articles, speeches, and other papers which have accumulated in the office of the association. The entire list compiled includes approximately 500 different activities and projects. Because many of these items were of comparatively little significance, the total has been reduced to 310.

When examining the list, it should be kept in mind that each of the specific items is usually carried on by a council as part of a program extending throughout the school year. The increase in the number of successful activities reported each year carries the conviction that student participation in school government is becoming more effective. In many schools, the student council is a vital part of the administrative organization and is achieving remarkable results.

The student council is coming to be regarded more and more as the group responsible for unifying the life of the school. It is the tendency for the council to give more time and attention to planning and to co-ordinating the work of the various other groups which make up the school-community, and to give a smaller proportion of time to specific activities which can be carried on equally well by other organizations.

In compiling the activities listed below, no attempt has been made to arrange the items in the order of their importance, frequency of mention by councils in their reports, or to group kindred activities together. The activities and projects are as follows:

1. Hold luncheons and banquets.
2. Carry on charity work or aid welfare organizations.
3. Assist teachers or librarians.
4. Raise money for scholarships or scholarship loan funds.
5. Tutor backward or failing students.
6. Sponsor system of school monitors.
7. Award plaques or banners each grading period to home rooms with highest scholastic average.
8. Collect information about colleges.
9. Conduct better citizenship campaigns.
10. Award prizes at commencement.
11. Publish student handbooks.
12. Help plan commencement exercises of the activity type.

C. C. HARVEY

Executive Secretary, National Association of Student Officers, Chicago, Illinois

13. Serve as general advisory group to the principal.
14. Have charge of entertainments for parents.
15. Sponsor Better English Week.
16. Prepare helps on how to study for use of student body.
17. Act as reception committee to receive visitors.
18. Serve as committee to usher at school affairs.
19. Keep records of activity point system.
20. Serve as welcoming committee for new students.
21. Acquaint incoming students with the school.
22. Have charge of the administration of the honor system.
23. Run a column or section in the school newspaper.
24. Conduct lost and found bureau.
25. Edit school newspapers, yearbooks, directories, other publications.
26. Keep bulletin board.
27. Donate an annual gift of permanent value to the school.
28. Serve as recognition committee for the school.
29. Compile honor or achievement rolls for the school.
30. Sponsor honesty campaign.
31. Plan programs in vocational guidance.
32. Present scholarship plays.
33. Write school codes.
34. Fingerprint all students.
35. Sponsor drives to raise money for the purchase of library books.
36. Have charge of lyceum courses.
37. Keep scrapbook on the history of the school.
38. Help organize student councils in neighboring schools.
39. Keep records of activities of all students.
40. Help plan American Education Week activities.
41. Sponsor school celebrations.
42. Supervise general school elections.
43. Act as courtesy-service squad.
44. Sponsor community-improvement programs.
45. Conduct school exhibits.
46. Make good-will tours to other schools and among citizens of the community.
47. Prepare for and participate in state scholarship examinations.

48. Write school histories.
49. Conduct courtesy campaigns.
50. Hold school forums.
51. Sponsor homecoming day programs.
52. Sell refreshments at athletic games and other school events.
53. Act as big brother or sister committee.
54. Initiate new activities for school.
55. Present loving cup annually to best all-round student.
56. Give radio programs.
57. Go on excursions to places of interest.
58. Conduct safety campaigns.
59. Sponsor school-improvement campaigns.
60. Award medal annually to the best school citizen.
61. Sponsor thrift campaign.
62. Act as host to state convention of students.
63. Operate an information agency for the school.
64. Keep school trophy case.
65. Conduct poster campaign.
66. Make annual award to student who performs most outstanding service to school.
67. Sponsor hobby show.
68. Hold a student leadership conference.
69. Sponsor a course in character training.
70. Plan May-Day program.
71. Sponsor program on seven cardinal principles of education.
72. Exchange ideas with other schools.
73. Publish a volume of original writing by students.
74. Go on annual tour to Washington, D. C.
75. Give medal to senior boy and girl with highest scholastic average for four years' high school.
76. Plan annual book week activities.
77. Conduct group study of school problems.
78. Make newsreel of school life.
79. Give medal to most outstanding leader in student body.
80. Publish a school research paper.
81. Publish a local P.T.A. bulletin.
82. Design an official seal for the school.
83. Issue bulletin for home rooms.
84. Serve as locker committee.
85. Plan school assemblies.
86. Serve as committee on contests.
87. Supervise honor study hall.
88. Conduct parties or other social functions.
89. Act as general service group for school and community.
90. Raise money for school activities funds.
91. Charter clubs and other organizations in the school.
92. Hold annual reunion of council members.
93. Keep in touch with and compile records on achievements of alumni.
94. Survey democratic experiences school provides for students.
95. Compile and average grades and attendance records of school.
96. Sponsor debating league.
97. Keep special honor bulletin board.
98. Sponsor spelling bee.
99. Supervise clean-up campaign for school.
100. Introduce student government in grades and junior high schools.
101. Conduct campaigns for beautification of school grounds.
102. Plan and conduct school carnivals.
103. Have charge of administration of special reading room.
104. Make motion pictures of school activities.
105. Sponsor school auctions.
106. Conduct information for use in educational and vocational guidance.
107. Have charge of showing of motion pictures in school.
108. Act as host to convention of student leaders.
109. Award banner each month to neatest room in school.
110. Sponsor boosters' club.
111. Present scroll to school annually.
112. Issue certificates to students on honor roll.
113. Sell school pennants.
114. Digest articles on school activities for use of club officers.
115. Keep calendar of school events.
116. Sponsor self-improvement campaign.
117. Conduct school bank.
118. Teach school songs and yells to all students.
119. Sponsor pep club.
120. Teach and study parliamentary law.
121. Survey out-of-school activities of students.
122. Help with school recreational program.
123. Issue orientation handbook for freshmen.
124. Sponsor community stunt night.
125. Edit directory of school regulations.
126. Sponsor conference on how the council can develop character.
127. Go on camping trip.
128. Survey occupations of alumni.
129. Make inspirational talks to home rooms.
130. Survey unemployment of youth in the community.
131. Conduct book exchange.
132. Sponsor press club and news bureau.
133. Make questionnaire study of students' opinion on student affairs.
134. Have charge of the administration of the school book store.
135. Issue scholarship bulletin each grading period.
136. Sponsor organization of an alumni association.
137. Award annual pin for greatest scholastic achievement.
138. Make survey study of the needs of the community.
139. Conduct drives for better school morale.

140. Summarize study habits of honor students.
141. Collect guidance materials for use of classes.
142. Sponsor and direct marionette shows.
143. Keep parents informed on progress and achievements of their children.
144. Provide activities and recreation for students waiting for school bus.
145. Write and publish guidebook on good manners.
146. Direct information desk at school.
147. Conduct a magazine sales campaign.
148. Work on the solution of special school problems.
149. Support worthy activities of other school groups.
150. Sponsor programs dealing with conservation of natural resources.
151. Sponsor college day.
152. Keep a permanent record of the outstanding achievements of the school.
153. Help with activities in the elementary school.
154. Entertain students visiting from other schools.
155. Conduct freshman initiation ceremony to impress them with school's ideals.
156. Award letters of merit to students who deserve special recognition.
157. Help organize the school at the beginning of the year.
158. Search newspapers from other schools to find worth-while activities.
159. Visit colleges to find out about requirements and opportunities.
160. Serve on committee to help revise curriculum and course of study.
161. Sponsor citizenship day to induct young people as voters.
162. Study and list qualities that are desirable in citizens.
163. Sponsor fire prevention week.
164. Organize hobby clubs in the community.
165. Sponsor health education week and programs on special health problems.
166. Conduct song writing contests.
167. Sponsor "looking forward" assemblies.
168. Plan and carry out civic improvement programs.
169. Keep personality cards of students.
170. Conduct campaign to educate students on results of marihuana smoking.
171. Sponsor "know your community program."
172. Organize novelty band.
173. Conduct clinic on school problems.
174. Keep health charts of students.
175. Prepare bulletin on state history.
176. Conduct honorary achievement bulletin board.
177. Sponsor annual banquet for school leaders.
178. Help make a community survey to find out recreational needs.
179. Conduct service bureau.
180. Sponsor fellowship parties.
181. Conduct travel information corner.
182. Sponsor district literary tournament.
183. Handle school advertising.
184. Organize a Hi-Y club.
185. Conduct noon-hour recreation for students and teachers.
186. Interview failing students to find out the reasons for difficulties.
187. Make studies of student opinion and view-points on school affairs.
188. Award perfect attendance certificates.
189. Conduct exhibits of school work at local fair.
190. Sponsor campaigns to encourage school loyalty.
191. Sponsor student court.
192. Help with school discipline especially in hallways.
193. Sponsor local appreciation course.
194. Investigate needs of school for board of education.
195. Co-operate with activities of local P.T.A.
196. Conduct book review column in school newspaper.
197. Keep bulletin board newspaper dealing with current events.
198. Establish athletic scholarship society.
199. Write and produce school pageants.
200. Get up statement of purposes and philosophy of student government.
201. Help with junior Red Cross drives.
202. Conduct campaigns to raise money for memorial funds.
203. Sponsor "Tag Day."
204. Edit book entitled "Know Your School."
205. Hold joint programs with other organizations to discuss school affairs.
206. Give talks before various service, civic, and community organizations.
207. Design school emblems.
208. Give demonstrations of school work.
209. Start school museums.
210. Sponsor the organization of garden clubs in the community.
211. Promote appreciation of art and music.
212. Conduct theater parties.
213. Help students who have been absent due to illness catch up on work.
214. Conduct activities designed to create more interest in co-class activities.
215. Evaluate work of the groups sponsored by the student council.
216. Distribute football programs.
217. Hold conferences with students who will not co-operate.
218. Give annual party for parents.
219. Help with city celebrations.
220. Conduct amateur shows.

(Continued on page 37)

Activities Director in the Small High School

WHEN the term "activities director" is mentioned, the reader is inclined to think of a large high school in which the director is a kind of principal's assistant who devotes his entire time to supervising the activities of the school.

There are in general two reasons why the Director of Activities is almost an unknown quantity in the small school. In the first place, the principal himself is able to keep in constant personal touch with the class officers and with most of the individual members of the student body. The group is so small that the principal knows all pupils personally; in fact, he frequently teaches several classes himself. Secondly, the individual teachers in a small high school teach such a large variety of subjects, and the teaching load is so heavy, that little time is available for extra-class activities. Then too, the professional training of the personnel in the small school is more limited and usually does not include methods of directing an activities program.

The attitude of the administration must likewise be reckoned with. There are in general three types of administration: First, there is the autocratic type, in which the principal hogs the whole show, with the most rabid jealousy, and absolutely refuses to delegate even a minimum of authority. This type of administration is most common in the small high school. Or the principal himself, while in sympathy with the idea of student participation in government generally, may lack the necessary training and experience, and therefore may hesitate to launch such a program for fear of failure. There is on record the case of a principal who, having visited a school where the student program was operating efficiently, came back to his own school highly enthusiastic over the idea. He immediately held an assembly of the entire student body, related how things were done in X school and told them to go ahead. Pandemonium reigned for about three weeks, and when the principal attempted to restore order, respect for his office had been lost. To make a long story short, the school began the next term with a new principal.

Second, there is the bureaucratic type of administration in which the principal delegates to a select group of teachers and assistants certain supervisory authorities. This, of necessity, exists in the larger high school. It is axiomatic that in a democratic order the extent of delegation varies directly with the size of the group.

And third, there is the democratic type in which the pupils themselves participate in

H. G. ENTERLINE

Activities Director, Kings Park High School, Kings Park, L.I., N.Y.

the administration of their own activities. The degree and extent of participation vary widely.

Certainly an activities program in the small high school is desirable. Here, because of the intimacy possible only in a small school, are opportunities to practice democracy in its purist form.

To get started, the first problem is to find some member of the teaching staff who is capable and enthusiastic about administering such a program. The principal himself might act in this capacity, but it is better for the efficient administration of his own office that his relationships with the student body be not too intimate. Sympathetic he must be, certainly, for without his support the organization cannot exist at all.

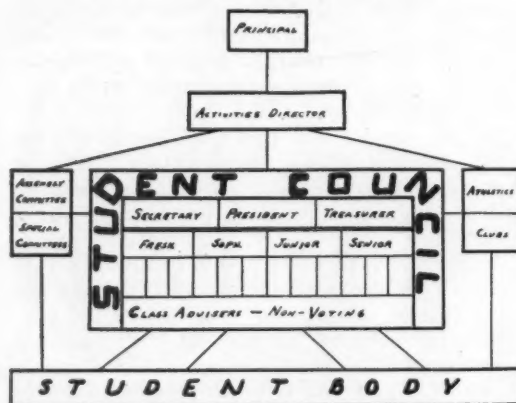
The next problem is to provide the director of activities with a sufficient amount of time free from regular class-room instruction to develop an effective program. Five periods a week should be the minimum, while seven or eight periods are very desirable. How can this be done with teachers already overloaded? This is a problem of administration; and if the authorities are convinced of the desirability of such a program, it will be made administratively possible.

Having the time, then what is the next step? The particular school situation will govern. But the mistake must not be made of some visionary sitting up nights and burning midnight oil writing up some idealistic charter copied out of a book, or tracing verbatim a charter successfully used in another school. Such a program is doomed to fail, no matter how beautifully its charter may be phrased. Of prime importance is it to "start from where you are." Study the school situation.

Below is illustrated a diagram of a student organization which will work. It consists simply of a student council formed by the joint meeting of all the traditional class officers with a director of activities, appointed by the principal, in charge. It will work: first, because of its simplicity; its function is not lost in a maze of organization. Second, it is efficient because it is natural, and action is not lost in complicated parliamentary machinery. Third, it is well integrated, in that all class officers perform double duty (as class officers and as council members), and the respective classes are thus assured that information

relative to acts of the council will be relayed back to them. Fourth, with the council chartering clubs and sponsoring assembly programs, a compact, closely-knit organization is created. Such an organization, although not an elaborate piece of craftsmanship when presented graphically, will develop and grow naturally with a bit of encouragement and much tolerance; and what is more important, it will work.

SUGGESTED STUDENT ORGANIZATION FOR THE SMALL HIGH SCHOOL



Principles to be observed in formulating an activities program in a small high school:

1. Avoid haste and impatience. Long range planning is the open sesame to a working organization.
2. Establish a point of contact with some club or organization that is now functioning within the school. Set up no elaborate bicameral houses of legislature copied after the state. The situation will determine the kind. Democracy must develop from within; if prescribed from above, it ceases to be democratic, regardless of form.
3. Concentrate promotional educative efforts upon the lower classes.
4. Secure a functioning organization first—let the written charter follow as a strengthening force to what is already firmly established.
5. Make provision for amendments. Let their adoption be just difficult enough to permit written changes to follow closely upon changes in desirable practice.
6. Carry on a program that is adroitly instilled by the administration—by suggestion, by hint, sometimes with a wee bit of pressure—but never directly. Innovations, changes and improvements must come back from the pupils as ideas original with them. The whole must be permitted to grow, guided by an unseen but all-seeing hand.

Play or Postpone?

HOWARD G. RICHARDSON

Director of Physical Education,
Ridgewood High School, Ridgewood, N.J.

AS A parent you would not knowingly send your boy out to wallow in the mud on a cold day or to play during a heavy rainstorm. Why do high school authorities permit high school football games to be played under adverse weather conditions? If they think that the game is so important that it cannot be postponed, why do parents allow their children to participate either as players or spectators? No high school football game is so important that it cannot be postponed, or indefinitely cancelled—especially if there is any question concerning the health of the players and spectators.

Aside from exploiting the health of hundreds of children, there are economic reasons for cancelling the game. To play a football game, a high school has the following financial obligations: first, the cost of officials; second, the rental of the field and the cost of repairing it in case of damage; third, the guarantee or gate percentage to the visiting team; fourth, the expense of drying and cleaning the equipment for the game the week following; fifth, the expense of gate attendants and policing. The total game expenditure varies with the high schools, but they all have some expense involved in playing a football game.

The game on a bad day will attract only a few of the more partisan rooters, and the gate receipts will not offset the expenditure involved in playing the game. Most paying customers do not enjoy sitting in the rain to see high school football teams play in a quagmire. Most high schools do not have covered stands. The game itself will not be a fair test of the better team, because a game involving physical skill and keen judgment cannot be played under weather handicaps. Furthermore, the breaks of the weather and the expectations of the breaks of the game may help one of the teams. Perhaps this is the reason why it is difficult for some authorities to cancel a game.

A game thus played is not only absurd in and of itself, but it is apt to be a poor health investment and a financial loss. In all, it shows a lack of good judgment on the part of those in charge.

Promote as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.—Washington.

A School News Bureau

RAYDON P. RONSHAUGEN

*Principal of Milbank High School,
Milbank, South Dakota*

TIS pleasant, sure, to see one's name in print—"

Getting names in print is the important function of an effective school news bureau which has been organized and operated successfully at the Milbank, South Dakota, High School.

Feeling that more institutional publicity of the right sort was necessary to reach the widely scattered patrons served by their school, educators of that system devised and developed a plan of reaching their public, a plan which can easily be adapted to schools elsewhere. Their purpose was to end the misinformation of the type which has often plagued school folk everywhere, and at the same time, to raise interest in school activities to a high point.

Like many other schools, Milbank High School draws its students from a rather extensive area outside the city limits. How to reach the parents of these students with the regular school news had always been a problem. Two weekly county newspapers each provided regularly a page of student-edited news, and a mimeographed magazine was circulated among the students. Although these publications were effective, there was a need for a medium which could reach a wider circle of readers. Many parents were outside the field served by the county weeklies, and many who read the regular school news were likely to question the facts in a student-written article. A school-sponsored newspaper might have been useful, but it was deemed wiser to avoid soliciting funds from already overburdened advertisers. Finally, a new method was effected.

A school news bureau, or publicity department, was organized. As first conceived, the plan was to have students, under the direction of a teacher, write regular news stories to be sent to nearby daily newspapers. This task was assigned to the journalism class on the assumption that writing the releases would be excellent experience for the students enrolled. In itself, the idea was good, but the limitations of this practice soon grew apparent.

Students lacked the necessary background to interpret news properly from an educational viewpoint. The journalistic training of many was yet too limited, and those who had sufficient experience were needed on school newspaper staffs. For the supervisor, time was lost by the necessity of constant revision of student work, and for other teachers, effort was wasted by supplying information

which students could not prepare properly for use. Desirable as the student-conducted bureau appeared, it was losing publicity opportunities by consuming too much time. A teacher-conducted plan was finally adopted.

The value of this innovation was soon evidenced. A teacher could more easily see what was significant in school policy and activity and thus was enabled to interpret important facts more readily. Having some practical newspaper experience, the supervisor knew what newspapers wanted and could make vital information available immediately. Then, as the bureau developed, the conviction grew that the work was too important to entrust to students, however competent. There were some disadvantages centering principally around the time involved in conducting the bureau. This resulted in lightening the supervisor's teaching load. Then, but for minor interruptions, the system functioned smoothly, and how to conduct the bureau was quickly learned by a variety of profitable experiences.

A selection of what publications to serve was made by a study of newspaper patronage in the territory from which the school enrollment was drawn. To do this, agents of each paper were asked to give an estimate of their circulation in the area, and from their reports it was learned that seven dailies were read widely by Milbank school patrons. These newspapers were the natural media for school publicity, and as such were given opportunity to secure all releases.

Some of the papers were found to have local correspondents who, in some instances, were completely indifferent to school publicity. Consequently, arrangements were made to supply such papers directly with news. The state editors of the newspapers concerned were glad to secure the increased service and supplied stamped envelopes to the bureau. In other cases, the better policy seemed to be supplying releases to the regular correspondents who would have resented the bureau's usurping their legitimate source of income. Releases which conflicted with local news stories by appearing first in daily newspapers caused difficulty for a time. To avoid embarrassing the Milbank editors, who were always co-operative, release dates were marked on all news stories sent to out-of-town newspapers. Some of the larger dailies preferred not to receive items directly, but accepted the material when it was sent to the central state news bureau which in turn supplied them. Relations with all newspapers proved to be most satisfactory, and before long papers were calling upon the bureau for special reports on

athletic contests and tournaments which were not directly connected with the school.

Every possible source of news was carefully canvassed, not only to obtain great variety in news treatment, but to represent as many phases of school life as possible. News which emphasized names was most popular with editors, but well written items of more general appeal were always accepted. The superintendent's office, from which new administrative procedure often came, was a rich source. Enrollment data, PTA activities, student functions of all kinds, honor rolls, athletics, changes in personnel, faculty activities, all were given a share of attention.

Great care had to be exercised in the preparation and release of all copy. Best results were obtained by sending out dispatches twice a week. If a week's accumulation of news was sent out all at once, editors would generally discard a part of it rather than use a seemingly excessive number of stories from this single locality. Which days of the week could be used to the best advantage in mailing news varied and had to be learned by trial.

To be sure that the school news was given fair judgment by the editor who received it, care was taken to put all manuscripts in proper form. The form followed differed in no respect from that used by any good reporter. Copy paper 8½x11 was used, with all items typed and double spaced. Carbon copies were never used, although the same releases were sent to all papers. It was found that carbons smeared badly after the repeated handlings the news stories received. Close attention to news stories structure and concise presentation of the material repaid the bureau, for the stories were seldom changed. A length of 200 words seemed most satisfactory. Occasionally, the human interest type of story was submitted and used. All the stories were checked and rechecked for accuracy and to be sure the proper interpretation was made. Newspapers receiving the copy were soon made to feel the dependability of the bureau. When papers became accustomed to the services of the bureau, requests for telephoned or telegraphed information came often. This was always supplied cheerfully, although sometimes at great inconvenience to the school authorities. They were more than repaid by the good will established.

The results of this work were extremely gratifying. Seeing an item about their "home town" school in their favorite daily pleased patrons, and favorable comments about school activities publicized in this way were frequent. It was hard for anyone to minimize the importance of a school activity which was important enough to merit space in a big daily. At the same time, a parent's pleasure in seeing his child's name in a city paper unquestionably helped to create better feeling to-

ward the school. Students themselves responded to this small attention, increasing evermore the gain for the plan. Patrons learned to depend upon their dailies for school news and accurate information, and the whole arrangement reflected credit to the school.

Though not all details of this plan can be used directly in every school system, there are few newspapers that will not welcome more school news if it is properly presented.

Safety on the Air

LILLIAN S. GRAHAM
Minneapolis, Minn.

"REMEMBER, boys and girls—not a sound, except to read your parts. Every extra noise will be broadcast and spoil the entire effect of the play."

The group gazed raptly into the big broadcasting room, as their teacher gave the last warning before sending them in. It was fun to study their faces. These twelve pupils had been chosen from 1200 to broadcast a play on safety over a national hook-up. Each child was "on his toes" to do his best, thrilled to be there. The big glassed-in broadcasting room, which they were entering, was awe-inspiring. These boys and girls were going on the air—their families and friends and classmates would hear them.

Because more children between the ages of five and fifteen years lose their lives by accidents than through any other cause, a crusade for greater safety is being made. Schools everywhere are not trying to teach fear, but to teach a philosophy of safety, which in years past has been taught only by clubs, posters, tests, etc. Now safety is being taught everywhere by dramatizing safety programs over the air.

Every week the children from the various schools of Minneapolis give a play over WMIN, Minneapolis, discussing some phase of safety. Among the points stressed are the pedestrian, skating, school safety, and fire prevention.

Two children are chosen from each school by the try-out method.

A script dramatizing safety is prepared and the play is broadcast. Usually the play is followed by a short talk on the subject by an adult authority.

If, as Shakespeare tells us, there are "tongues in trees, books in the running brooks, sermons in stones," then many lessons may be learned outside of universities. Nature reveals much to those who trouble to interpret her; human conduct reveals still more.—*Music Educators Journal*.

School Morale Through the Pep Assembly

GENUINE school morale, so necessary in the school's miniature democracy, can be obtained by the skillful use of the pep assembly. The training offered to students by means of this type of group project may prove to be valuable in approaching that difficult but necessary task of providing adequate opportunities for practice in desirable social living.

The pep assembly is an organized gathering of the whole group for the purpose of generating enthusiasm for those activities in which the group has a vital common interest. The pep meeting has many counterparts in adult society, ranging from the small tribal pow-wow around a camp-fire to a great international convention around a fiery issue. In the school the pep meeting need not be confined to the facilities of an auditorium. It may be held anywhere—in the gym, in the stadium, on the front lawn, or even at a street corner. A desire for group action is all that is needed. This desire need not be entirely centered upon athletics. Other school activities will stand some of this type of boosting. Many assembly writers do not mention the pep assembly, while others have barely scratched the surface of the pep assembly possibilities. The scratchers label it as a standardized, very much stereotyped ceremony, but all admit that the pep assembly has a place in the educational program of the modern school.

The chief product of the pep assembly is enthusiasm. The pep assembly offers training in the generating, the digesting and the responding to wholesome, worth-while enthusiasms. The morale or the spirit of the school depends upon the high type of these enthusiasms, and good school morale has great social value. A school with no spirit is "dead." Boys and girls cannot be proud of such a school. However, a school with too much spirit is severely criticized by those who have seemingly lost their youthful appreciations.

Many educators look upon the pep session with suspicion. They are afraid of it. It is noisy. It is high pitched. It is far removed from the customary type of regimentation. It can become rowdy. The school head often has to be "convinced" by student committees that a pep meeting is necessary, and after giving his consent, without his support, he prays that the building and the dignity of his faculty will stand the shock. The pep assembly generates a mountain of enthusiasm which he fears will become an active volcano and spill red-hot lava all over a traditionally established decorum. With his thumbs down on the

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pep meeting he hesitates to take hold of this lively social opportunity for fear of burning his fingers. He has failed to keep pace with the spirit of modern youth. This "collective insanity" is a not-to-be-condemned expression of youth living in a youthful society.

In the hands of a lively, sympathetic educator the pep assembly can and should contribute immensely to the howling success of a group of peppy, bubbling-over boys and girls. The school rally becomes one of the educator's group guidance opportunities for real social service. Booster training is training in the American style of democracy. This is a booster nation. Pioneers have always worked together. The school can do no less than provide situations for training in this valuable American trait. Working with school enthusiasm will revitalize the social outlook of any school worker.

The major objective of the pep assembly is not that of winning a game or contest. The ultimate aim of the booster assembly in any school should be to present ample situations and opportunities for the boys and girls to develop, in this real area of social living, attitudes and ideals which are desirable for a more complete life in a co-operative social order. Game-winning is far over-shadowed by this more important social goal.

STUNT SUGGESTIONS FOR THE FOOTBALL PEP PROGRAM

The Split Assembly

This stunt is devised for use in schools in which the auditorium is not large enough to hold the entire student body. If the juniors and seniors occupy the auditorium, the freshmen and sophomores may be placed in the gym. The whole school is thus meeting for the same purpose at the same time. This is essential in building good school morale. Talent on the program may be moved from the auditorium to the gym and conversely. If loudspeaker equipment is available, a clever stunt consists of having the speaker in one place heard in the other. Echo yells may be planned. If possible, both groups should sing the school song at the same time. This split-audience situation gives a pep speaker extra "thunder" for his stirring talks. Even in the less crowded schools, this type of program will add variety to a season of pep programs.

The Bouncing Ball Musicale

With the football players, coaches, and yell-leaders seated on the stage, the program leader takes a football and holds it over the head of each boy while the audience sings his name, making it high or low, long or short, as the gestures of the leader indicate. Then for added amusement the yell-leaders, and others if necessary, are given special names such as: "Yes," "No," "Has," "Ah," etc. After the audience has been trained to give the proper responses, the leader begins to form phrases and even sentences. By studying the names of the boys and experimenting with possible combinations the leader can produce many amusing responses. A stunt of this type reaches very near the assembly goal of social living on the part of the total group.

THE KICK-OFF HOP

Dances are sometimes planned before games to work up enthusiasm for the contest. The school song is used as a theme song for the hop. Yells are given at strategic intervals. Members of the team may appear to be cheered and may even lead grand marches. War dances add extra enthusiasm. The school colors may be used for decorating.

THE STADIUM SESSION

The entire school may be allowed to go to the stadium and view a short football game. Rules may be interpreted, showing the violations and penalties. A fake football queen should be crowned. The band can present some snappy formations and comedy stunts. Make-believe drink and candy salesmen can provide several laughs. The program should be more than merely an exhibition of the game and its rules. It should also include some of the color which goes with the American football pageant.

(Editor's Note: This is the first of a series of articles by M. L. Staples. His "Social Aims of the School Rally," which will include "Stunt Suggestions for the Football Pep Assembly," will appear in the October number of *School Activities*.)

A Club Without a Sponsor

HENRY M. McLAUGHLIN
Winchester School, Alsey, Illinois

IN THE town of Winchester, Illinois, a small group of boys meets every Wednesday evening. They form "The Winchester Boys' Book Club."

This club meets at its president's home to discuss books, articles, and literary news, and to hear reviews given by guests or members. This club is exactly like any other club except for the fact that it has no sponsor.

The club was organized in the fall of the year 1937. The president had conceived the

idea of forming such a group and with the help of two friends, had interested four other boys. Seven members planned their first meetings. There are now nine members, all in high school—sophomores and freshmen. A constitution has been drawn up and ratified, and by-laws with rules and regulations will be made in the near future. Dues are fifteen cents per month, and fines are collected on over-due books.

The club had a profitable business last year, that of selling holly wreaths. For ten dozen it collected fifteen dollars, of which ten dollars were spent for the purchase of new books and five reserved for supplies and needs.

The club library contains over two hundred books, and about one-half of them are fiction. In it are several books on science and literature, and there is a moderately fine section on history. Preparation is being made to supply books on fine arts.

The reference section is unique. It consists of three sets of encyclopedias and several dictionaries. All books are classified under the well known system established by Mr. Melvin Dewey, with the aid of C. A. Cutter's author table.

Since the club was organized several people have asked about it, and many friends of the boys are interested in the work. The club had several visitors, including members of the faculty of Winchester High School. The English and Latin instructor gave the club an interesting evening. A science instructor gave the club a bird's eye view of photography and interested several members of the organization in the formation of a photography club. Other teachers made similar contributions.

In the future the club plans to hold an annual banquet. At this banquet will be the faculty of the high school and citizens of the town interested in literary and book work. Two gold pins will be given as awards for reading, one to the person who has read the most books and the other to the person who has read the "best" books. Also the best of the essays written by the members will be given recognition.

"The need for participation with ensuing self-expression is universal to all mankind. It is the modern explanation of why we play and it accounts for the great popularity of play today when a large share of work is so mechanized that the spirit has all been squeezed out of it. This newer understanding has been instrumental in greatly widening the scope of the play curriculum, because the individual thereby has added chance to find some outlet for his talents and to achieve prestige in the eyes of his fellows."—*Elmer D. Mitchell in The Phi Delta Kappan.*

The Quiz Assembly Program

FOR many years I have been experimenting in my classes in social studies with programs that will inculcate much of the so-called "integration" and "correlation" that is glibly mentioned by teachers and educational journals. To my ultimate sorrow I have learned that there is no *vade mecum* for such a policy, as the procedure used in one city is frequently not adaptable in my own, and that a wholesale saddling of an alien plan has its disadvantages. I have also tried to integrate my class work on the basis of the material at hand—local conditions, fellow workers, etc.—but it has always seemed an artificial device, which looked good on paper and might win the acclaim of other educators but which often lost sight of one unalterable fact: the real judges, the students themselves, were only politely lukewarm about the entire program.

A possible solution has been presented to me these past few months. I must confess that originally I did not conceive of this idea in connection with the problem of integration. In fact, only the happy circumstance of my being an ardent radio fan enabled me to hit upon the idea.

Quiz programs have always appealed to me, and my friends say that the idea of personal challenge prompts them to listen to at least one or sometimes three quiz programs a week. These popular programs have come a long way from the pioneering days of Professor Quiz to such stellar offerings as "Information, Please," "What's My Name?" "Askit Basket," and a host of others. In short, here was a type of program that appealed to persons of all ages. The idea of such a program as entertainment cropped out, and before I was aware of it I had outlined a tentative plan for one.

Should I attempt the quiz program in my classroom? Or should there be some effort made to incorporate it in an all-school activity? The former seemed impracticable as it would be narrowed too much to my own particular field. The second alternative seemed expedient; and, through the assistance of the administration and our school assembly adviser, we were able to present such a program.

The amazing thing was that the procedure I happened upon as a possibility for an assembly program approached more nearly natural integration than anything I had ever tried. It was purely a by-product of the assembly, but its implications were so great that we cannot ignore them.

The time for the initial presentation came but not without several misgivings: would

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the students participate freely? Would they be too sophisticated to enjoy such a program in school? How would the contestants themselves react to the laughter that was certain to follow their incorrect answers?

It is the purpose of this paper to present the mechanics, the implications, and the possibilities of a program which met with the overwhelming approval of our students and faculty and seems destined to remain, for some time at least, an integral part of our school program.

THE MECHANICS OF A QUIZ PROGRAM

After listening to a number of radio broadcasts, I decided that a program incorporating the informal style of one of our nationally-famous orchestra leaders would be ideal for the local school situation. Also, I reasoned that the program should eventually be taken over by the students themselves. Therefore, several boys were used to carry out such duties as judges, time-keepers, and musical "authorities."

It was decided to make the first contest fairly easy. A girl and boy from each of the three grade levels (10, 11, 12) were asked to participate; and these brave souls—in a new program that had all of us keeping our fingers crossed—were the best sports I have ever known. If this program were successful, we planned to have the students sign up for it; in that way we would not embarrass the student who disliked getting up before a crowd.

The questions have always been grouped in such fields as music, local facts, personalities, sports, languages, travel, historic events, and foreign news. Naturally, the contestants were not informed as to these groupings. Each program included six of these classes, and they varied from time to time. I assumed the responsibility for the first set of questions, but since then the students have been formulating the questions while a small committee saw to their grouping.

To facilitate matters each group of questions was typed; a duplicate copy was also made. In this way, each "first" sheet contained six or seven (we usually included one extra one) questions which could be easily separated from one another by cutting. These questions were then placed in an envelope marked "Musical Identification," or the like,

and the carbon copy, which had not been cut, had the answers written below each question. In this way the judges had an answer sheet for each set of questions. As there were usually six sets of questions to each complete program, there had to be that many separate envelopes and answer sheets.

One of the students acted as score-keeper, and the plan was as follows: ten points were awarded for a correct answer after the judges had nodded assent. Partially correct answers were given fractions of ten points; for example, when four Wisconsin rivers were asked for and the contestant could name only two, the points awarded were five. Mimeographed score sheets which included space for the contestant's name, the classifications of questions, and the point total proved helpful. The student leader generally announced the standings of the contestants at the half-way mark, and the sheet containing the final scores was posted on the school bulletin board.

The boy chosen for time-keeper was furnished with a stop-watch and a huge bell. After the question was read aloud, each contestant had to commence answering within fifteen seconds, and if he had started by that time, he had fifteen seconds longer in which to complete his answer. Obviously, complicated questions calling for a more detailed answer should be given more time. The "gong" has always excited the student audience and added to the program.

Our "musical authority" was a young chap who knows music well, but his meanderings in the field of swing had left his piano playing a combination of abrupt starts, ramblings, and such. His duty was to play a fragment of a song which was to be identified by the student in the contest. Unfortunately, this hit-or-miss technique occasionally so camouflaged the selection that even the judges were hard-pressed to identify it. This led us to insist upon rehearsal for that part of our program.

The job of master of ceremonies was entrusted to me, and I opened the program by mentioning that the program was an experiment and would be continued only if the students co-operated and enjoyed it. Each contestant was called to the center of the stage where a "dummy" microphone was placed. He drew a question, read it silently, and was to start answering by the time I had read the same thing to the audience. As I mentioned before, the first questions were not too difficult, involving things about school; but as the program progressed, they became more difficult though somewhat amusing. Such questions as, "Name the Dionne Quintuplets," "Recite, 'Mary Had a Little Lamb,'" and others, while of the nonsense variety, were calculated to arouse the audience interest and seemed to do so. In fact, we had to caution the audience to refrain from helping the peo-

ple on the stage. If the answers were not forthcoming in the allotted time, I turned to the audience and asked the students to give the answers. This contestant-audience participation was a feature of the program that brought about keen attention on the part of everyone. Also, the beauty of such a program lies in its adaptability at all grade levels. The junior high school assembly has since offered a similar program with more modified questions and has met with overwhelming success.

We learned a great deal from the first program: the presentation had run too long; the various contestants could not be heard. Therefore we set about picking up the loose ends, and later programs have shown improvement.

Since that time we have used our public-address system. How many schools reserve such a system for outside speakers alone? Each student was given instruction in using the microphone correctly. We have also had students submit questions, and the faculty has prepared sets of questions in their respective fields. Student "guest" announcers were now employed, and a student committee handled the classification of questions. The program must not be overweighted in one specific field. It was planned to utilize the school musical groups, instrumental and vocal, in the presentation of certain types of questions.

IMPLICATIONS AND POSSIBILITIES OF THE QUIZ PROGRAM

The possibilities of our and similar programs are limitless. While I realize that critics might indict us on the ground that the entertainment value eclipses or supersedes the educational benefits, I feel that there are certain important educational values that cannot be overlooked.

In the first place, cannot entertainment also be educational? Isn't a combination of the two preferable to the rigid educational demands of the past? "Spoon-feeding" is the charge hurled by those on the "right"; but even such a procedure, *providing* it entails a responsibility on the part of the student, is justifiable in our educational scheme today.

Second, such a program embodies all that we have talked about during the past few years. Instead of the artificial integration that had each department vying for a "place in the sun" the integration is much more natural and automatic. The various classroom teachers submit questions of interest, the students are constantly checking one another, and the entire school has become interested in the program.

Next, and not altogether alien to the above, we find that the programs have caused the students to read their newspapers and text-

(Continued on page 42)

A Junior High School All-School Play Day

LEADING authorities recognize that schools should meet the felt needs of boys and girls in recreational and leisure time activities. One of the best ways to encourage boys and girls to participate in worth-while recreation is to allow them to engage in wholesome pastimes, particularly physical activities or games.

Our junior high school has no gymnasium, but does have adequate playground facilities for its thousand students. No formal physical education is offered, but a supervised playground period is allowed each student twice each week. The playground activities are brought to a successful culmination each year in April or May by an all-school play day.

This sports program originated in the spring of 1930. Since that time it has grown in popularity to a point where it is marked as a red-letter day on the school's calendar. Values of such a day can be readily seen. It furnishes an added goal for the series of class games. Play day offers an opportunity for an all-school activity involving co-operative action on the part of both teachers and pupils. An afternoon is set aside entirely for intra-school games. Each student in the school participates in some way. This activity places emphasis on a recreational program that a school should support. Play day further demonstrates that a feasible and successful sports program can be carried on within a school.

Careful organization is the keynote to the success of such a day. The entire student body is divided into six color groups: green, red, gold, orange, orchid, and blue. Color groups are made up of both boys and girls. A boy and girl from the ninth grade are chosen as captains of the entire group. These captains appoint seventh and eighth grade students as captains of each individual group. A color group includes three grades. A faculty member is chosen to sponsor each grade in the group. As a result, each group has three members as supervisors.

Printed time programs, schedule of games and opponents, blank sheets for each team, and complete lists of students in the group are handed to the faculty sponsors. A series of meetings, usually five, are held and individual game captains are chosen. These captains choose their team players and announce time and place on the grounds where their game is to be played.

Students are appointed as officials for the games. They are students who are capable as officials, but sometimes for various reasons they are not suitable to participate in the activities as contestants. At the same time the

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color group meetings are in progress the officials meet to be schooled in their duties.

The play periods are one-half hour in length. The schedule of games is arranged to make it possible for seventh grade players to be playing one set of games, those of the eighth grade another set, and those of the ninth grade still another. At the end of the half-hour period the schedule changes and another grade group continues this activity. There are three half-hour periods, making it possible for every group to engage in all of the sports offered.

Boys play the following games: baseball, giant volley ball, aerial darts, handball, basketball, ping-pong, and horseshoes. A number of field events suitable to junior high school boys are allowed, namely: high jump, broad jump, shot put, and discus. Girls participate in the following games: baseball, Newcomb ball, deck tennis, basketball relay, bowl club ball, aerial darts, ping-pong, dodgeball, rope jumping, croquet, and horseshoes. After the three periods in which the above games are played, the seventh, eighth, and ninth grades participate in dashes and relays. Separate contests are held for the boys and girls in dashes. Only boys participate in the relays. The relays complete the afternoon of sports.

In concurrence with the day of games, health and health objectives are served by making it a day to crown the healthiest boy and girl of the school. Students are selected as healthiest from each home room on a basis of good posture, teeth condition, vaccination, freedom from bone or structural defects, etc. These forty boys and girls are then examined carefully by the school doctor and nurse. Results of the examination are kept a secret until the coronation ceremony. On the actual day, a brief ceremony crowns them as King and Queen of Play Day.

The time selected for the games is usually a Friday afternoon. Courts and diamonds are marked off especially for the activities. After a brief session of the first afternoon class, students report to their group meeting places to receive crepe paper ribbons for identification, and last minute instructions. Officials report to a designated place to receive badges, equipment, and score sheets. The healthiest boy and girl candidates line up to enter the procession. A small drum corps provides a holiday spirit for the marchers. Students pa-

rade around the building and form a huge hollow square around the temporary throne to watch the crowning ceremony. A public address system then calls the students to attention and announces the first period games. A gun sounds as the first period begins. Boys and girls go to the proper court for their games. A gun shot also designates the end of the period. At the end of each period, announcements are made for the next period. This procedure is followed throughout the remaining periods. The afternoon ends informally after the relays have been run.

In theory, the plans are based on the supposition that every student will take part willingly in a number of games. No single activity can appeal to one thousand students. The actual occasion finds approximately ninety-five per cent of the students participating in at least one game, with a majority of them engaging in two or three games. The day undoubtedly serves well the interests of both the pupils and the school.

El Paso Sponsors Annual Color Day Event

MARY L. HIGNETT
H 4, Morehead School,
El Paso, Texas

SINCE 1923 El Paso, Texas, schools have been celebrating Color Day in a decidedly interesting and novel manner. The custom originated in the playground department of the schools sixteen years ago, the germ of the idea coming from an automobile announcement in which drivers of a certain make were urged to fly a certain emblem on a designated day. Upon request School Superintendent A. H. Hughey issued a proclamation calling upon teachers and pupils to wear school colors on a specified date. This plan was carried out most successfully, each pupil from kindergarten through high school displaying the school's chosen color combination. The proclamation form changes from year to year. That for 1939 reads:

KNOW ALL MEN BY THESE PRESENTS:

WHEREAS, among all peoples and in all times, colors have had a deep and inspirational meaning,

And different colors and combinations of colors have appealed always to the emotions and sensibilities of the human race,

And the selection of colors, as well as of symbols, has been the means of centering and intensifying loyalty to that for which the colors stand,

And each school of El Paso has made such

selection of colors as seems best for a rallying sign for patriotic school spirit,

And consequently a day should be set aside in the El Paso schools when all pupils and teachers can "show their colors" and thereby their pride in their school and their loyalty to it,

NOW THEREFORE, by virtue of the authority vested in me as superintendent of the City Schools of El Paso, Texas, I do hereby publish and proclaim to all the schools of El Paso and to all the people of this greatest city of the greatest state of the greatest nation of the only known inhabited world, my selection of April 20, Thursday (the day preceding the anniversary of the Battle of San Jacinto) as *School Color Day* for the year 1938-39; and all and sundry the pupils and employees of the El Paso schools are hereby urged to wear conspicuously on that day the colors of their institution in order that the world may know that they are willing to "show their colors" and support their school and the institution of free public education.

Done under my hand and seal this 4th day of April, Anno Domini, 1939, and of the Independence of our Republic the 163rd year.

A. H. HUGHEY,
Supt. of Schools, El Paso, Texas

Unusual originality in art development is apparent on Color Day. Each class group is given complete freedom in planning and carrying out Color Day ideas. Ribbons, pennants, flags, shakers, helmets, capes, wreaths, leis, ties, sashes, shirts, blouses, caps, and standards have been made and worn. On one occasion every boy in Morehead School wore one black and one red shoe string.

Cheer leaders and school bands are used in many schools to intensify loyalty and patriotism. Often a school parade circles the block on which the building is located, classes in turn singing the school song. Assemblies and auditorium periods are frequently held, the programs relating to the Texas heroes whose names have been given to the schools.

In a city where two marked nationalities form the population, where race characteristics and prejudices might naturally exist, Color Day in El Paso has indeed become an institution devoted to the promulgation of American ideals of democracy, patriotism, and good will among its entire juvenile citizenry.

The democratic theory of social life presupposes that every child and every other member of society must have at least some degree of capacity for improvement and growth. That capacity, however large or small it may be for any given individual, is the fulcrum for the lifting power of democracy.—William G. Carr, in *National Parent-Teacher*, January, 1939.

A Political Research Club

L. M. BROCKMAN

*Hershey Senior High School,
Hershey, Pennsylvania*

HERSHEY is proud of its program of educational and recreational activities. Its citizens aid in promoting two ice-hockey teams—professional and amateur, a theatre, three golf courses, an amusement park, two well appointed clubs for men and women, a ball room, and a swimming pool. Lecturers, actors, musicians, and entertainers together with religious leaders provide for the mental and spiritual development of Hershey youth.

Nevertheless, there exists in this wealthy community a scarcity of abundance. A group of sophomore students felt a definite need for a wider knowledge of and a closer relationship with their state and national governments to supplement and underlie their other highly varied interests. It is a creditable and remarkable fact that these students were willing to sacrifice their one free study period to form a school club of their own.

The advisor and a selected group numbering ten students drew up a constitution for the "Political Research Club" in October of 1937. The purpose of the club as stated in the constitution is as follows: "To promote an interest in and to facilitate an understanding of government, which shall be commensurate with the growing complexities therein." With customary officers elected, provisions were made for the election of members by a two-thirds vote of the charter members, and the submission of measures to the general assembly first and then to the president and cabinet for approval, subject to a four-fifths vote of the general assembly over the executive department, following the setup of our own democratic form of government. In this club the students meet the same problems in governing themselves that the governments which they are studying must meet.

So that orderly and efficient progress may be obtained, the club members are divided into five groups of eight each. Each group is studying one of the following phases of governmental activity:

1. The National Legislature
2. The Judiciary
3. The Executive Department
4. The activity of the other forty-seven states
5. Pennsylvania Government

This plan works on the basis that at the expiration of three years (1940) a critical analysis of government will be prepared, written, and published.

Newspaper clippings, magazine commentaries, and books are collected and studied. At each weekly meeting committee reports

supply information for lively forum discussion. By keeping the material filed, the cause-and-effect sequence of national and state affairs is made apparent.

Numerous activities have been carried on to supplement the collected information. In the spring of 1937 a community survey of the economic, political, and social characteristics of Hershey was released. Pupils did research on certain topics. Some of the data collected concerned the following: Population groups according to age, nationality, and professions, educational developments, welfare work, the extent of delinquency and crime in the community, housing conditions, the stability of local employment, provisions for recreation, and the enrollment and maintenance of churches.

Last year a questionnaire was compiled to ascertain the general cultural pattern of the people of Hershey. The following features will guide the administration of the survey:

1. No names will be asked for.
2. The survey will be for data purposes only.
3. It is to be purely a study sponsored by a high school class in current problems.

Below are a representative number of questions indicative of the type of survey it is.

Do you:

1. Enjoy classical music?
2. Enjoy classical literature?
3. Enjoy artistic paintings and sculpture?
4. Enjoy knowing the habits of birds, animals, plants, and trees?
5. Have a hobby such as fishing, sewing, making furniture?
6. Enjoy being a good listener in conversation?
7. Appreciate the other fellow's point of view?
8. Keep the proper balance between egoism and humility?
9. Keep "temper" under control?
10. Use correctly and effectively the English language?

Are you:

1. Able to measure all conduct from the point of view of an impartial spectator?
2. Above sectionalism and all other forms of partisanism?
3. Appreciative of the state as a social institution?
4. Awake to your personal responsibility in civic affairs?
5. In a position to get information in your civic activities?

6. Taking advantage of libraries?
7. Making use of books on economics, sociology, and political science as aids to your judgment on political issues?
8. Able to participate in group discussions?
9. A booster for all legitimate community interests?
10. Able to recognize true leaders from their qualities and to detect and shun demagogues?

Are you willing:

1. To accept civic trust and to conduct it only as the ultimate interest of the community demands?
2. To conform to laws' spirit?
3. To employ democratic methods in the management of the groups to which you belong?
4. To mingle with people, cheering them in their particular troubles?
5. To protect the weak?
6. To respect the property rights of others? (Do you?)
7. To insist upon the maintenance of the principle of free speech?
8. To avoid talking recklessly without thought of social consequences?
9. To oppose misleading advertising or false propaganda by others?
10. To insist upon conditions necessary to safety?

Do you think you have developed:

1. A higher ideal of health for yourself and for your community?
2. Proper habits regarding garbage, water ponds, empty barrels, etc.?
3. The correct attitude toward the proper care of buildings, keeping them in decent repair, painted, etc.?
4. The habit of keeping yourself neat and attractive in appearance?
5. And promoted the beauty of the community by planting trees, landscaping, etc.?
6. The ability to take a keen interest in children and their problems?
7. The child's point of view?
8. A perspective as to what are the educational functions of the home?
9. The attitude of effective co-operation with the school?
10. The ability to evaluate the progress children are making in school and church?

Do you favor:

1. Greater precautionary measures at the Department Store road crossing?
2. A socialized health clinic to meet the needs of the poor?
3. The erection of additional apartments to care for our commuters?

4. The growth of an art center at Hershey?
5. Instituting a speech clinic in the public schools?
6. Increase in playground equipment?
7. The encouragement of improved racial relations within the community?
8. An adult course of study in, and appreciation of, current social and political questions?
9. The elimination of unsightly signs along highways?
10. The support of movements that tend toward the moral and the religious improvements of the community?

Place an "I" if true and an "O" is false:

1. Born in Hershey.
2. In Hershey 10 years or more.
3. Been in Hershey 5 years.
4. Been in Hershey less than 5 years.
5. Own property in Hershey.
6. Intend to own property in Hershey.
7. Know of a place with more advantages than Hershey.
8. Would rather live in Hershey than anywhere else.
9. Affiliated with a Hershey church.
10. Have children in the Hershey schools.

As an installment on their finished work the students publish a bi-monthly paper entitled "The Voice of the Pupil." The printing department co-operates by printing the paper. It is comprised of feature articles and editorials.

In February of 1939 the students of this club presented as a feature for the school assembly one of the series of seven Lincoln-Douglas debates. While the girls were designing, cutting, and sewing on their costumes of the Civil War period, the boys were making posters, state signs, and a platform. Two of the boys were drilled in the debates. Very forceful was the atmosphere of the political gathering, and the debates were well delivered; a large share of the attention went to the girls' clothes, which were elaborate indeed. By working together, everyone had a share in its success. This debate has been produced on two other occasions at other schools.

On several occasions the club has brought noted speakers to assembly. Mr. Sylvester K. Stevens, of the Pennsylvania Historical Commission, and Mr. Frank Martin, world traveler and lecturer, were among these. Picnics, roasts, and a baseball league are some of the functions of the club.

In its academic, social, and educational function this club has proved a real utility to the school, though its existence is justified if only in the satisfaction it has brought to the members.

News Notes and Comments

September Front Cover

Nogales, New Mexico, drum and bugle corps on parade; Idabel, Oklahoma, student council on platform, with placards showing standing committees; and Manhattan and Topeka, Kansas, high schools in football action.

The Twenty-Fourth National Recreation Congress will be held in Boston, October 9-13, this year. It will bring together about 1500 persons from all parts of the United States and Canada. Representatives from public and private recreation agencies, from schools, colleges, churches, from various departments of Federal, state, county and local governments will be there. City planners, park executives, housing experts attend.

Dr. John Finley of the *New York Times* will preside over the Congress.

For further information address Mr. T. E. Rivers, 315 Fourth Avenue, New York City.

A part of the Freshman Civics class of the Tilden School, Oakwood, Missouri, on a visit



to the C.B.&Q. shops at Hannibal. The teacher, Mr. D. S. Merrill, promotes these trips as a regular part of this course. Pictures of these and other trips are classified, exhibited on Open House night, and then filed permanently in the office.

After-Hours Use of Schools Grows

The New York City public school buildings were used by 2,300,000 persons after school hours last year. In all, 108,367 sessions were held in the schools under 6,906 permits, 80 per cent of the meetings being devoted to parents' associations, Boy and Girl Scouts, WPA classes, the Junior Inspectors Club of

the Department of Sanitation, musical, dramatic, social and commencement exercises.

According to the report, 250 political meetings were held in public school buildings in 1938. No fee is charged by the Board of Education for the use of school auditoriums. However, if overtime custodial expense is involved, the group in question must pay it.—*Arkansas Education*.

In the upper grade room of Speyer School, New York City, hangs in one corner a large student-made map of the neighborhood, with every pupil's home marked with a thumb tack from which a twisted strand of serpentine crosses the corner to another student-made map of the world, where another thumb tack holds it to the country from which the pupil's forebears came to America.

American Education Week

General theme: "Education for the American Way of Life."

Daily topics:

Sunday, November 5—"The Place of Religion in our Democracy"

Monday, November 6—"Education for Self-Realization"

Tuesday, November 7—"Education for Human Relationships"

Wednesday, November 8—"Education for Economic Efficiency"

Thursday, November 9—"Education for Civic Responsibility"

Friday, November 10—"Cultivating the Love of Learning"

Saturday, November 11—"Education for Freedom"

Iowa Insurance

Iowa is the latest of the many state high school athletic associations to provide a plan for insuring high school athletes. Since the state laws of Iowa will not permit the state association to adopt a mutual benefit plan such as has been adopted in a number of the other states, the schoolmen have decided to form an insurance company as a branch of the state association. This company will be incorporated under the laws of the state of Iowa. The main facts in connection with the new plan is that the company will offer about the same type of insurance as is offered in the other states and they will make a charge of \$1.50 per boy insured. This will cover insurance in all sports and will apply to a specified list of injuries. It is the belief

of the state authorities that the fee of \$1.50 per boy will permit the company to pay all claims. If there is a surplus at the end of the year, the profit will be distributed to the participating schools in proportion to the amount paid in by the school.

The National Student Graphic Arts Society

In 1935 an organization was started by a number of clubs composed of students of printing in junior and senior high schools known as the National Student Graphic Arts Society. This organization has grown very rapidly and has proved very effective in vitalizing graphic arts education. At the present time there are over half a million students enrolled in courses in printing alone in the secondary schools.

The organization is making an important contribution to education for character and citizenship. Its magazine, *The Club Crafter*, is edited, printed, and published entirely by students which are members of chapters of the group. Information about the organization including copies of the magazine may be secured from H. H. Kirk, Langley Junior High School, Washington, D.C.

Assorted Back Numbers

Several hundred miscellaneous copies of SCHOOL ACTIVITIES are being wrapped in packages of 24—no two alike and none of the current volume—and offered prepaid for \$2. This makes available at a nominal price nearly a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

California Adopts Interscholastic Football Rules

The California Interscholastic Federation has adopted the Interscholastic Football Rules for use in all high school contests in that state for 1939. This brings the number of states that have officially adopted the interscholastic rules to 26.

Time and Tide

The Edison Company requests that customers ask their children not to fly kites near electric and power wires.

If, however, your boy's kite becomes accidentally entangled in the Company's wires, he should be told not to attempt the dangerous practice of climbing poles or making other efforts to remove the kite.

If you will call the Company and ask for the Customers Order Department, the Company will be pleased to send men out to re-

move the kite, without charge.—*Edison Service News*, May, 1939.

Seventh grade pupils manage a co-operative supply company at Bemidji (Minnesota) Teachers College laboratory school.

Because they defeated an old rival, these members of the girls' basketball squad of the Tilden School, Oakwood, Missouri, were given



a trip by a local supporter to Lincoln's home and tomb, New Salem, and other points of historical interest in and around Springfield, Illinois.

SCHOOL ACTIVITIES readers are invited to send in such action photographs as are suitable for use on front covers.

Teachers as Playground Leaders

The Old Method—The teacher stays in the building at the play periods, busy at his desk, glad for a few minutes respite when he can work or think without interruption. In this method the teacher turns loose the pupils and does nothing about their play until something happens.

The Police Method—The teacher is present much of the time as an officer patrols his beat, or stands at his corner. The very presence of the teacher holds in check the rough and rowdy pupils. The teacher's very presence says, "Don't fight," "Don't hurt the younger children," etc. The teacher present as a police officer is better than not being there at all, as far as "Law and Order" are concerned.

The Teaching Method—The teacher gives as much thought to playground situations and

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Each of the 60 common problems in the first book and each of the 52 case-conference problems in the second book is explained so thoroughly to the teacher, and contains such complete suggestions and instructions for procedure, that homeroom teachers can conduct the work expertly.

These two manuals are the authoritative work of Dr. Allen and committees of the National Vocational Guidance Association. Dr. Allen is assistant superintendent of schools in charge of guidance of the Providence, R.I., public schools, and is also the expert consultant in guidance of the U. S. Office of Education. He is former president of the National Vocational Guidance Association.

11th Grade

The 60 Common Problems:

COMMON PROBLEMS in GROUP GUIDANCE

By Richard D. Allen

This book contains the basic units of the group-guidance program. Committees of the N.V.G.A. selected these problems as the 60 most commonly faced by high-school pupils. The problems deal with the adjustment of the pupil to his present environment, his studies, and his future life. Helps to the homeroom teacher for each problem include: statement of the objectives, references, discussion of principal issues involved, suggested projects, and timing and motivation of the problem. Net price of 10 copies for high schools with 10 homerooms, \$15.60; for high schools with 20 homerooms, \$31.20.

List price, \$1.95

10th Grade

52 Case Conferences:

CASE CONFERENCE PROBLEMS in GROUP GUIDANCE

By Richard D. Allen

The case conference is acknowledged to be the best method for group guidance work that involves character. The method is adequately developed in this book for the first time. Helps to the homeroom teacher for each case include: statement of the objectives, references, discussion of principal issues involved, summary of the course of the discussion and conclusion, and timing and motivation of the case. Net price of 10 copies for high schools with 10 homerooms, \$12.40; for 20 homerooms, \$24.80.

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problems as to those of the classroom. Just as he gives whatever time is necessary to teach division of fractions he will give whatever time is needed to teach boys and girls how to play, to teach organized games, to develop a wholesome attitude toward playing according to rules. The teaching of games should be done in the classroom, using classroom time just as you would for any other kind of school work. The rules are explained and all pupils prepared for the playground period. Play periods, noons, and recesses then become a kind of laboratory where a wholesome attitude is developed. At all times there is teacher supervision, not policing. Supervision accomplishes a result so far superior to policing that there is no comparison to be made. In supervision the teacher is positive, helpful, and is guiding the children into a more wholesome, happier way of life.—A. M. Howard in "School and Community" (Mo.)

Bible Study Clubs

West High School, Denver, Colorado, has an organization known as "The Bible Study Club." Charles Johnson and Clifford Mohr, sponsors of the club, believe it to be the first independent undenominational organization of its kind to be started in a public high school of the United States. It proved so popular that clubs were organized in each of the five Denver high schools. Requests for information in regard to the club have been received by the sponsors from many schools in different parts of the country.

The aims of the National Student Graphic Arts Society are: (1) To unite the students and instructors in the graphic arts field for mutual and educational benefits. (2) To emphasize the cultural and practical aspects of graphic arts education. (3) To conduct regular student projects and to award appropriate recognition for outstanding pupil-achievements. (4) To stimulate pupils to appreciate and to use the several methods of graphic duplication for personal pleasure and social betterment. (5) To promote printing and allied processes as handicraft or manual arts hobbies, for now is the time boys are interested in developing hobbies. (6) To encourage schools to improve their printing courses for educational purposes instead of using printing departments merely as a mechanical convenience. (7) To encourage a wholesome, frank, personal relationship between students and instructors, and to relate this spirit of comradeship to community life. (8) To promote and develop pupil-activity and leadership. (9) To get the pupil's viewpoint and to work with him instead of on him. (10) To carry on a systematic exchange of

ideas and samples of work between clubs and graphic arts instructors and educators.

New Programs for Youth

(Continued from page 6)

of what is called "work experience" and "related information." This means that when a work order is written up for the repair of three government trucks, informal classes in auto mechanics are outlined at the same time. These classes are held in one corner of the garage which makes it easy to obtain demonstration materials. In mathematics the boys learn how to work out practical problems dealing with truck repair work, which require the use of decimals and fractions. In English they are taught the definition and spelling of the terms used in connection with auto mechanics and generally write a paper on some phase of this subject or on what they have learned.

Many people are of the opinion that this "work and learn" educational process will have a great development in the future; and that many extra-curricular activities will be geared in more closely with the classroom. That there is much logic to this contention is made clear by the large number of students who drop out of school before graduation simply because the curriculum fails to attract and hold their interest. Each year, however, it becomes more and more important that young people be kept out of the labor market until they have a reasonable opportunity of getting a job. For each year the gap between education and permanent employment grows larger, resulting in greater unemployment among youth. It is extremely vital to the future of our nation that this gap—now containing nearly 5,000,000 young people—be entirely closed.

Youth cannot develop into capable workers and good citizens if economic and social forces beyond their control doom them to wasteful idleness during the best months and years of their lives. Dealing, to a large degree, with this unemployed, out-of-school youth group, the NYA has explored the possibilities of giving it much needed assistance. In so doing, it has developed a number of types of approach that should be seriously considered for incorporation in the permanent American educational structure.

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Questions from the Floor

BY THE EDITOR

- *Has the teacher any right to select the members of her club?* LA VERE H. STROM, Nevada, Mo.

No more right than she has to select members of her classes. To justify this practice on the basis that it thereby gives the teacher a more or less competent group with which to work (thus making sponsoring easier and more pleasant), is no more logical in connection with clubs than it is in connection with regular classes. The only justifiable club membership qualification is student interest.

In the case of an advanced club, or of a club that specializes in "public shows"—dramatics, debate, athletics, music, etc.—the sponsor, in order to insure a good "show" may have the right, on the basis of try-outs, to such selection. However, this "show purpose" does not represent the main objective or function of clubs, and should never be allowed to become so.

- *May a Boy Scout Troop be included as a part of the extra-curricular activity of the school?* MILFORD ELLIS, Chester, Ill.

Yes, provided both the organization and the school recognize, understand, appreciate, and respect their individual responsibilities. These supplementary, or outside, organizations—Boy Scouts, Girl Scouts, Camp Fire Girls, Hi-Y, Girl Reserves, etc.—are to be found operating happily and profitably in many schools. A letter to the main office of the organization will bring pertinent and helpful literature.

- *Is it proper to schedule events for school holidays and then require attendance of the members of the organization?* DONALD TARBET, Ellington, Mo.

Not legally, of course. The school has no more right to require such attendance than it has to require attendance at regular classes during a holiday. There may be occasions when it might be highly desirable to request or encourage such attendance, but "requiring" it is another matter entirely.

- *What group should sponsor the school yearbook?* H. M. BAGGARLY, Tulia, Texas.

The school as a whole. Traditionally, the senior class sponsored, developed, promoted,

financed, and distributed the yearbook. This is undesirable for at least two good reasons:

(1) because of the over-emphasis placed upon the activities of seniors (often to the publication of the pathetic and valueless "Senior History," "Prophecy," "Last Will and Testament, etc."), and (2) because of the inexperience and incompetency of the class sponsor (who usually becomes automatically sponsor of the book) and the staff. Little wonder atrocious books are common, stupid errors are repeated, and unwise engraving, cover, and printing contracts are entered into!

A much more justifiable plan is the organization of a permanent yearbook committee composed of members (appointed on the basis of interest, ability, and potentiality) from all classes, with naturally, a greater number from the upper. Sponsorship, a

faculty committee instead of a single teacher, is also permanent. This plan insures a more comprehensive book, and an increasing and continued competency in yearbook publication.

- *In a high school of 1000 students and teachers, in which the home room program has never been tried, would it be advisable to assign home room responsibility to every teacher?* E. A. LICHTY, JR., Muscatine, Iowa.

Probably, in initiating the home room plan it might be advisable (following a sensible and well-organized and executed plan of educating teachers, students, and community in the home room idea) to assign responsibilities to every teacher because only in such a way can the successful sponsors be located.

In any faculty of this size there will be found many combinations of varying degrees of interest, ability to learn, general home room insight and intelligence, and attitudes. It should be relatively easy to locate the high and the low spots of teacher-competency within a year, say. What should be done with these two extremes is indicated in the editorial on page 2.

- *Would it be worth-while to establish a home room plan in a school of one hundred students?* FRED W. WOODFORD, Latham, Kansas.

It should be very much worth-while. Although it is true that the teachers and stu-

Send us your questions. Obviously we can not answer all of them but with the help of others we'll try.

dents in the smaller school become better acquainted, personally, than those in a larger setting, yet the many phases of educational, social, personal, health, citizenship, ethical, thrift, recreational, and vocational guidance are as important in a small school as in a large one.

Probably, in a school of this size, it would be most advisable to separate the school into four "home rooms," one for each of the four classes.

- *To what extent should original skits, if they are of high quality, be allowed on assembly programs?* HAROLD WADLOW, Crane, Missouri.

To small extent; at least not to any great extent. In one way the question nearly answers itself. It is very doubtful if, in the average school, students will write very many skits "of high quality." Occasionally, they may, just as they may create in music, poetry, art, and cabinet-making.

There is a danger, too, that such recognition will come to be considered an important aim of the assembly program. The main purpose of the assembly program is not to encourage or educate youthful playwrights, nor, for that matter, is it to give budding actors practice in histrionic pursuits. These are only minor and incidental values of it. The assembly must be justified almost entirely on the basis of its values to those students who witness it.

- *How many extra-curricular activities should be considered a reasonable load for a teacher?* W. BOYD KING, Pittsfield, Ill.

It is impossible to answer this question, except in general terms, for all school settings. The answer depends on such load-determinants as number of classes, number of preparations, amount of clerical and other routine work, size of groups, nature of the activities, etc.

One of the disturbing things about this field is the fact that responsibilities are usually assigned on top of an already full teaching load. This is illogical and unfair, of course, and the time will come when a teacher's activity responsibilities will be considered just what they are—a legitimate part of her load.

When this time comes the answer to the above question will depend upon the range and the extent of the teacher's interests and abilities in the field. It is logical to believe, for instance, that some teachers may have half, or more, of a load composed of activities, while others may have a minimum amount of responsibility, even perhaps, in some instances, no such responsibility at all.

In those days the "individual differences" of the teachers, as well as the students, will be discovered, respected, and capitalized.

She Comes Again

One of the fine things about the word "opportunity" is the fact that so much has been written about it and said about it that is not true. The word itself is intangible, elusive, charming, mysterious and has inspired poets, artists and writers for centuries.

No greater fallacy has been written than that "Opportunity knocks once at every man's door." Opportunity not only knocks at the door once, but she knocks again and again. She knocks on the windows, walks by one's side and is as constant a companion as one's shadow.

Look not for Opportunity to come as a flaming meteor winging its way across the sky in a stream of light when least expected. Look not for her as a shining angel that suddenly awakes you from your sleep with a trumpet call of good tidings. Mourn not, once you have dismissed her, for she will return again.

Opportunity is not what may come to us tomorrow, but what we make out of today—*West Town News.*

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WRECKING ROBERT'S BUDGET, Eugene Hafer. One of his best. 7 m. 4 w. 50c.
MONEY! MONEY! MONEY! A fine family story by Priscilla Wayne and Wayne Sprague. 4 m. 4 w. 50c.

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GRANDPA'S TWIN SISTER, Jean Provence. 5 m. 5 w. 35c.
CALLING ALL GIRLS, Vivian Mayo. 4 m. 8 w. 35c.

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How We Do It

C. E. ERICKSON, *Department Editor*

The Year Ahead

A new school year is here. One of the advantages of the summer's vacation is the long break in time between what was and what is to be. Each school can more easily determine a new program because of this gap in time.

The following suggestions may be helpful in the initiation of a better activities program.

Continue the best. Examine the program for the most successful practices of last year. Get them started early.

Survey the students. Find out what they want. Build your program on present interests, but think always of better interests to be cultivated.

Make the council the center. The school council should be started early. It should be the directive force in shaping the whole activities program for the entire year. Make it the spearhead for programs.

Train the leaders. Start a training course for student officers and student leaders.

Interest more teachers. Build the activities program around the interests of teachers as well as around the interests of pupils.

Co-operate with other schools. Plan now to join and promote large movements. Get into the swing of things. The activities program is on the march.

Begin to plan a long-time program. Don't be satisfied with today. We need to relate each day's activity to more permanent trends.

The time to get started is now. We'll be glad to help. We hope to hear from you. Together we can all push further ahead.

Installation of Student Officers

CLAUDE BAKER, *La Cumbre Junior High School, Santa Barbara, California*

There are perhaps as many variations in installation programs for student officers as there are schools that have student body organizations. This occasion may be made serious and dignified and a challenge to the best talent in the school, or it may become just another assembly. It is a time to give social recognition to many desirable ideals fostered by the school; to give direction to the thinking in student body affairs for the ensuing semester; and to review the accomplishments of the past semester relative to student body growth and development.

The philosophy of student organization will often determine the nature of the installation. Some schools aim for a faultless func-

tioning of the student organization and the high development of a few leaders, while other schools prefer to give many pupils a chance at leadership and take any errors they make as opportunities for educational effort. The former will desire officials to hold office for a long period of time, while in the latter type the officials will remain in office only one semester and thus give twice as many students the opportunity to explore and develop in fields of leadership and service.

At one junior high school, officers are elected twice each year. The installation is held near the end of the semester at an all-school assembly. Each installation has been a challenge to the organization to make the next as good or better. Dates for assembly programs are set early in the semester, so that the time of installation is known well in advance. To plan and build a program that will leave a unified impression, that will hold the attention and interest of adolescents for an hour without any attempt at pure entertainment, is not an easy task.

A sponsor has the opportunity and privilege of working with what is usually a highly selected group of students. He can see some of the results of his efforts in the program itself by the dignified attitude of the officers, by their stage presence, clear voices, enunciation, and by their lack of timidity. The installation creates a felt need for good expression and provides a real opportunity to encourage the development of numerous and desirable personal attributes and group attitudes. Many of these qualities of personality are not developed as naturally in regular classroom work as they may be at such a time as installation.

The following program was given at our last inaugural assembly and is typical of the installation procedure we follow:

1. *Flag Ceremony.* The United States Flag and the school colors are brought through the auditorium to the stage and are followed by the old and new officers in two single-file columns.

2. *The Flag Salute.* A short but serious inspirational speech is given, by one of the flag bearers, about the United States Flag, after which allegiance to the Flag is pledged.

3. *The School Creed.* The bearer of the school colors gives a responsive reading of our school creed.

4. *Farewell Address.* The retiring president gives his farewell address. In this the work of the semester is reviewed and recommenda-

tions to the in-coming officers and to the student body are given.

5. *Installing Other Officers.* Each retiring student body officer in turn reviews the work of the semester from his point of view and makes recommendations. This is followed by pledging the new officers to abide by the constitution and by-laws of the student association and then presenting them to the student body. After each new officer is introduced he makes a short speech suggesting the things he hopes to accomplish during his term of office.

6. *The President-Elect.* The installation of the newly-elected president by the retiring president is made an occasion of much significance. This is the most important number on the program, for it marks the climax of the installation procedure. The retiring president reviews the ideals and traditions of the school and tells how the work of the student body during the past semester has been in keeping with these ideals. He presents the new president with a silver-mounted gavel suitably engraved. This gavel made from *Sequoia gigantea* or oak suggests suitable idealism.

After the new president is installed in office, he makes his inaugural address. This is followed by a consolation speech by the losing candidate for the presidency. If time is available on the program, it is well to invite one or two past presidents to make short speeches.

At the close of the program the new and old yell leaders together lead a rousing yell for the new officers, and the song leaders, accompanied by the band, lead the singing of the school song.

The High School Entertainment Bureau —How to Start One

KENNETH WESTON TURNER, *Whiting Senior High School, Whiting, Indiana*

How successful has your school been in bringing out the latent talent of its student body? The students in the Whiting High School Theatre Board asked themselves that question about two years ago. At first they felt that they had drained the talent resources of their school, but, after scouting around for a couple of weeks, they discovered that they had not scratched the school's talent surface. This bestirring came about because the student body sent up the cry—"Can't we have some new talent on our programs?" We concluded that the overuse of known talent was wrong from at least three points of view:

1. It was undemocratic in procedure.
2. It was unfair to the known talented student, for the student body got tired of see-

ing and hearing the same students time and time again.

3. It was equally unfair to the unknown talent of the school.

With these points of view in mind, the students of our "Theatre Board" organized an experimental bureau for the purpose of trying out and booking the amateur talent of the school. The main aims of this organization, which later became known as the "Entertainment Bureau," were as follows:

1. To assist in co-ordinating the work being done by the assembly committee, the choral classes, the instrumental department, the school clubs, and the drama department.
2. To discover, prepare, and present as much new talent as possible each year.

3. To organize appropriate and well-balanced programs for school and general community consumption.

The following student chairmen were appointed from the ranks of the Theatre Board:

1. Chairman of pianists and accompanists
2. Chairman of instrumental soloists and ensembles
3. Chairman of vocal soloists and ensembles
4. Chairman of dancers
5. Chairman of actors and dramatic readers
6. Chairman of extemporaneous speakers and orators
7. Chairman of novelty entertainers

It was the duty of these chairmen to act as talent scouts, instructors, program organizers, and as masters of ceremonies.

Often these talent scouts found their "victims" in unexpected places—some were found singing at their scene-painting jobs, others

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were found in the privacy of their homes, and still other students had to be practically blasted out. Timidity and lack of self-confidence seemed to be our worst enemies; but one performance successfully executed would usually work wonders with these students. Young sleuths even invaded the faculty ranks for unsuspected talent, and found it, believe it or not.

If your school seems to be running short of talent, why don't you start to excavate for hidden treasures via the Entertainment Bureau route?

Home Room Plan

*A Student Report, Submitted by
HELEN CARR, Orange High School,
Orange, Texas*

Our home room organization is patterned after the Rufus King High School of Milwaukee, Wisconsin. In this plan the home room, rather than the class, is the unit. Each home room selects one representative to an executive body which in most schools is called the Student Council but in our school is known as the "Senate." This Senate, with the aid of the sponsor, makes the plans for the entire organization. It is its business to decide what committees are needed, and ask each home room to send representatives to these committees. At present, there are nine such committees, each under the direction of a teacher. The first, and what many believe to be the most important, is the Grand Jury whose business it is to investigate misdemeanors brought to its attention and see to it that the guilty person is reported to the proper authority. For instance: Last year some of the school property was disfigured. Several boys were brought to trial before the Grand Jury, confessed their guilt, and were not only punished but made to pay for the damage done to the school property. The Grand Jury conducts trials modeled on regular court trials, and it is considered a grave offense for any pupil to be summoned before that body.

Next, I will mention the Better English Committee, whose special mission it is to see that the English of the entire student body is improved. This end is attempted by various means. Several plays have been put on by the members of the committee, demonstrating correct and incorrect English. Better English programs have been distributed by this committee to the various home rooms. The result has been that such common errors as "I ain't," "I taken," etc., while not eliminated, of course, have been greatly decreased.

The Athletic Committee comes next. This body arranges for intramural games and has been especially successful in the response to the schedule planned this fall. Ninety per cent

of the student body of our school plays games at the noon recess. Some of the games are tennis, basketball, volleyball, badminton, baseball—anything the students want to play. A visitor to Orange stopped at the school recently and asked Mr. Lowery if a field meet were going on. Though a man who visits schools all over the state, he reported that never had he seen such activity anywhere. This athletic program accomplishes a dual purpose: it not only gives the students healthy exercise in the open, but prevents minor misdemeanors that might occur at this period.

The House Beautiful Committee gives special attention to the appearance of the rooms. Several of the home rooms by having plants, bookshelves, pictures, interesting maps and bulletin boards, have added greatly to the attractiveness of their rooms. As largely as possible the pupils plan this work; the results have been quite encouraging.

The fourth is the Parliamentary Law Committee, whose members study Parliamentary Law in order that they may inform the home rooms as to proper procedure in conducting their meetings. Once a month each home room has a session devoted entirely to drill in parliamentary rule, and on all occasions pupils are required to conduct meetings according to the prescribed form.

The Safety Committee comes next. This

"How to Make and Play a Shepherd Pipe"

By A. D. ZANZIG

In a foreword to this pamphlet by Miss Jennie Cossitt of the Pipers' Guild she says: "That one can fashion a true musical instrument out of a piece of bamboo with simple tools such as one purchases in the 'five and ten' seems unbelievable, but it is true."

Mr. Zanzig shows just how it can be done. The directions he gives are clear and simple, and there are many diagrams to illustrate the text. Music is offered for twenty-one selections suitable to playing on pipes.

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committee promotes safety in general, such as in transportation, asphyxiation, fire, etc. A study of safety is made by the pupils of this committee and the propaganda spread by them to the various home rooms. Such subjects as fire prevention, accidents in the home and on the street, and safety measures of all kinds are discussed.

The Traffic Patrol Committee helps with the local problems in the halls and on the streets surrounding the building. Members of this committee are stationed in the corridors where ordinarily there is crowding and rushing. These traffic officers require orderly passing in the building. Traffic officers at noon have charge of the traffic about the school building, which includes that of pedestrians, bicycles and automobiles. We feel an important work is being done here, and to date there have been no accidents traceable to traffic conditions.

The eighth is the Library Committee, whose members are supposed to inform their home rooms on the new material in the library and promote the care and appreciation of books. This committee looks up lost books and by appearing before the home rooms keeps the pupils informed as to available material in the library.

The last, the Public Program Committee, listens in on all programs presented in the auditorium. If, then, the school is requested to present a program for the general public of Orange, or for any various clubs here, the Public Program Committee has ready suggestions as to the most appropriate one.

Each of these nine committees has a representative from the Senate in order that the proceedings of the committee may be reported back for approval or disapproval. Each room has a twenty-minute home room period at 1 o'clock every day, during which time the students carry on their own program of work, one day a week being devoted to hearing reports from their committee members. Once every six weeks each home room puts on an auditorium program. Half of these auditorium programs are instructional.

The general aim of the entire home room plan is to develop in the student body a sense of responsibility and at the same time to give to the student body practice in student government. But, most important of all, it prepares us to be citizens. I believe it was Emerson who wrote: "When Duty whispers, 'Lo,

you must,' the Youth replies, 'I can!'" I hope, by this set-up, that the youth of Orange High School will be able to answer the call more emphatically.

New Service Ideas

M. A. BUEGE, *South Milwaukee Junior-Senior High School, South Milwaukee, Wisconsin*

Visual education has reached a new high. The South Milwaukee High School now has movie reporters floating about its premises. Pictures are being taken of activities; some of the subjects included are football, tennis, golf, marching band, music festival, girls' hockey, state track meet, and candid pictures of students and faculty. The visual education staff intends to edit these films and show them to the student body in assembly as soon as filming and editing have been completed.

Another service club of the school is the group known as stage technicians. This group is responsible for managing the amplifying system during assemblies and football games, executing the plans for the stage sets needed in the dramatization of the various plays throughout the year, and tending to other tasks about the school.

The assembly announcers gain invaluable stage training and leadership ability by presiding over the bi-weekly assembly program. They do much to make the presentation of student and outside talent successful. The staff includes thirteen members and a reserve unit to replace any member who may drop out in the course of the year.

Religious Education in Amelia High School

EDITH COFFEY, *Amelia, Virginia*

"Righteousness exalteth a nation, but sin is a reproach to any people." This is as true today as when it was first uttered, and a great

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responsibility rests with the public schools of today, as well as with the homes and the churches.

Many opportunities for religious education are offered the Amelia High School students each day. "The Development of Ethical Character," is one of the chief objectives of education that is ever kept in mind at Amelia.

A period of ten minutes is allowed each morning for devotional exercise in each home room. This time is used for scripture reading by some student, the offering of a prayer, and an inspirational message or thought by the teacher or some pupil. The prayer that is used is one that has been composed by a committee of students from that room. The prayer is frequently changed, thus giving several committees the opportunity of making a contribution to the class.

The teachers are encouraged to spend part of their regular class period occasionally in a discussion of topics relating to religious education. The pastors of the village are invited to the regular recitations to discuss religious education with the group of thirty or forty pupils. Sometimes these topics are closely related to the subject under discussion.

On rainy days, each pupil spends the regular physical education period of forty minutes in his home room, where various helpful topics are discussed. The following is a partial list of subjects chosen for these programs: "The Importance of Religion," "Co-operation," "Honesty," "The Development of a Good Personality," "Neatness," "The Wise Use of Leisure Time," "Good Citizenship," "Ethical Character," "Worth-while Hobbies," "Obedience," "Courtesy," "Kindness," "What is a Lady?" "What is a Gentleman?" "Good Literature," "Good Music," "A Good Name," "Stories from the Bible," "Famous Bible Characters."

Once each week, a regular forty-minute assembly by the entire high school student body is held. Not only does this afford the privilege of hearing a minister's message, but the students take active part in these programs, reading the scripture, giving some Bible stories, and leading the songs. The school chaplain at Amelia has been conducting these services for twenty-seven years.

In addition to the regular chapel exercises, other ministers are invited by the various clubs for the benefit of the entire group. Speakers from out of town are frequent visitors at the school.

Religious education comes to the school pupils not only through these direct methods. Athletics play an important part in this picture. Through play with others, students develop courage, learn the spirit of fair play, and learn to co-operate and to play according

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brings each month to its readers a story of what community organizations, institutions, and agencies are doing—or not doing—

To lay the foundation for good citizenship

To build good character

To develop personality

To solve community problems

To safeguard democratic institutions

To improve family life

To promote recreation and good health

To encourage cooperative community activities

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Boy and Girl Scout Executives

Parent-Teacher Association Officers

Leaders of Youth Clubs and Activities

Directors of Recreation

Leaders of Other Character Building Agencies

Miss Maria Leonard, Dean of Women, University of Illinois, says: "I wish to tell you how much help I feel CHARACTER and CITIZENSHIP is to us who are trying to build youth. The name of the magazine itself emphasizes the two greatest goals in building youth. The sooner that character and citizenship can be made the basis not only of our human relations but of education itself, the sooner a new era will be ushered into America."

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to rules. A good sport learns the importance of being a good loser and a good winner.

Several of the school clubs are furthering religious guidance. The purpose of the boys' and girls' Hi-Y clubs is to "Create, maintain, and extend throughout the school and community high standards of Christian conduct and character." These clubs are rendering service by the donations of food and clothes to some needy folk in the county. Other clubs, especially the Valeda Club of the home economics department, are undertaking similar projects.

In the regular Hi-Y club meetings, the discussions deal with problems of youth and various matters related to character growth.

The weekly Sunday School lessons are discussed in some classes. Knowing that all the children do not attend, the teacher attempts to show the pupils how to study the Sunday School lesson. After a few of these lessons, the subject matter is taken up each week and the pupils encouraged to attend Sunday School. Some of the teachers keep a chart with the names of all the pupils, and each Monday this chart is filled in showing the pupils who attended Sunday School the day before. The pupils are urged not only to attend Sunday School but also the regular preaching service.

A survey has recently been made among the high school students concerning their religious interests. The results show that 69 per cent of the students are members of some church. This comparative percentage is probably an outcome of the examples set by their parents—71 per cent of their fathers and 87 per cent of their mothers being church members. Of the 96 per cent who reported that they attend preaching services, only 63 per cent are regular in attendance. Only 57 per cent, out of the 63 per cent who attend Sunday School regularly, stated that they prepare their lesson before going.

According to this survey, 65 per cent of the homes represented in the school subscribe to a church magazine, and 69 per cent of the pupils make a regular contribution toward church support.

Since the main purpose of schools is to prepare boys and girls to become good, loyal and intelligent citizens, the high school strives to achieve this goal by giving as much religious training as can be worked into the schedule.

Current Social Problems Course

C. R. CRAKES, *Principal, Moline Senior High School, Moline, Illinois*

For the past several years, we have noted a growing need of an opportunity for younger students to discuss the perplexing social problems which are beginning to confront them

in everyday life. To meet this demand, we introduced last year a course in Current Social Problems. We have conducted the course for a year and a half. The course is offered to and required of all sophomores, the first-year students in our senior high school.

These students are divided into class groups and meet at least once each week with our assistant principal, Mr. Dolph Lain. This means at least thirty-eight class periods per school year.

We are planning to increase this schedule to two periods per week. To date we have developed the following units:

"Courtesy and Good Manners." This unit places emphasis on good social behavior and other matters pertaining to social adjustments. Actual demonstrations of the correct procedure to be followed under various conditions are carried on in the class. Such topics as correct forms of introduction, conduct at dances and parties, table manners, invitations, health habits, and wearing apparel are discussed.

The second unit deals with "Safety on our Streets and Highways." This unit has now been expanded to provide for actual driving experience in a dual-control car operated by one of our local police officers. Each student receives a specified number of hours in the theory of highway safety, and then is taught the correct procedure in observing these rules. This training in driving is offered in addition to the regular one period per week mentioned above.

The third unit takes up the "Effects of Narcotics on the Human System." This includes a study of the harmful effects of smoking and use of all forms of narcotics. Such topics as effect of smoking on rapidly growing adolescent boys and girls, mental retardation, effect on various organs of the body, relation of smoking to low grades, high-pressure advertising, pollution of air in crowded rooms, and encroachment on rights of non-smokers are discussed. A special laboratory device which extracts the various poisons from the cigarette, is one of the methods used in demonstrating the harmful effects of this narcotic.

The fourth unit emphasizes the "Futility of Gambling." When available, actual slot machines are secured and are used in class demonstrations to prove the statement that the

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"sucker" never wins. Habit-forming qualities of gambling are discussed, as are the effects of the vice on the economic life of individuals, also the effect on nerves and mental strain.

Unit five deals with "Vocational Guidance." Emphasis is placed on the importance of working towards a definite goal. Students are introduced to a rather extensive bibliography of guidance material and our vocational and educational guidance program is carefully explained.

In unit six, "The Harmful Effects of Alcohol on the Human System" are studied. Some questions given consideration include physical and mental health as effected by alcohol, effect on family and immediate associates, automobile safety problems, community social and economic problems, crime, creation of poverty, decreased efficiency of individual, increased cost of relief for children.

We believe students will give more careful consideration to authentic, scientific facts than they will to generous sermonizing. The film entitled "The Beneficent Reprobate" arouses some very wholesome discussion.

Unit seven covers the problem of "Civic Responsibilities" and includes a study of various types of civic organizations which should receive the active support of good American citizens. The Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, Salvation Army, Community Chest, Red Cross, Welfare Agencies, Social Hygiene Clinic, Civic Clubs and Chamber of Commerce, are discussed. Emphasis is also placed on the necessity for young citizens to carry their fair share of the work connected with these various activities.

Unit eight deals with the "Intelligent Use of Leisure Time" and includes discussions of the various types of wholesome recreations and hobbies which may be developed in any community.

Other units will, no doubt, be added from time to time. For all of the available units we are developing a library of reference material, including books, monographs, magazines, motion picture films, stereopticon slides, and film slides.

At the present time, we are giving most emphasis to the units on "Alcohol Education" and "Tobacco." We believe these are the two most serious problems facing the youth of today. We are approaching both topics from a strictly scientific viewpoint and are only presenting facts as developed by medical and health authorities.

An increasing amount of valuable material on these problems is becoming available for the use of schools. We believe this course as developed at the present time is meeting with the whole-hearted support of the parents as well as of the students themselves. We already

detect beneficial effects of the course as offered to last year's sophomores.

The techniques used in presenting these units are quite varied; they include the open and free-group discussion of various angles of each problem, the assignment of reports—facts for which are secured from the accumulated source material, panel discussions, the use of visual aids—outside speakers, dramatization of various situations, and the presentations of such dramatic scenes to the entire student body. We are thoroughly convinced that practically every high school boy and girl will greatly benefit from exposure to discussions on any or all of these topics. Every course in "Good Citizenship Training" should include a presentation of authentic facts on these current problems.

Activities and Projects of Student Councils


(Continued from page 12)

221. Help with the formation of school policies.
222. Organize student co-operative association.
223. Study educational background of students' parents.
224. Hold joint picnics with organizations of neighboring schools.
225. Establish and manage employment bureau.
226. Administer student loan fund.
227. Manage student assistance department (books, carfare, clothing).
228. Sponsor housewarming.
229. Study methods used in spreading propaganda.
230. Select pictures of interest to school to hang in hallways.
231. Look after property of student absentees.
232. Assist in community services.
233. Co-operate with community youth organizations.
234. Supervise sanitation activities.
235. Join boys' clubs in campaign against delinquency.
236. Provide typing and multigraphing service.
237. Maintain milk and food fund for use of needy students.

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238. Promote safety-first in use of bicycles.
239. Meet and welcome visiting athletic teams.
240. Provide assistance for crippled and handicapped students.
241. Teach respect for all property.
242. Encourage good sportsmanship in all relations.
243. Prepare guide on interscholastic activities and programs.
244. Evaluate school customs and traditions.
245. List causes of failure of certain school activities.
246. Sponsor Hallowe'en activities.
247. Make survey of home-work of students.
248. Sponsor neatness, smile, friendship, and other campaigns.
249. Conduct "know your neighbor" campaigns.
250. Study student needs in relation to contemporary social problems.
251. Give programs on how to get along with people.
252. Sponsor intramural athletic programs.
253. Teach better lunch-room and cafeteria manners.
254. Promote courtesy in street, automobile, theater, classroom.
255. Make and enforce general rules and regulations.
256. Conduct class in citizenship education for immigrants.
257. Campaign to make the life of the school more democratic.
258. Train students, especially freshmen, in responsibility.
259. Develop leadership in school affairs.
260. Promote proper behavior in assemblies and at public events.
261. Eliminate petty thieving, cribbing, dishonesty.
262. Interpret the work of the council in various ways.
263. Recommend special measures to principal and faculty.
264. Make inventory of group interests of students.
265. Prepare materials for studying history of local schools.
266. Promote music productions, contests, concerts, programs.
267. Study how the council can co-ordinate all school activities.
268. Promote field day.
269. Sponsor fashion show.
270. Hold pep meetings, parades, demonstrations.
271. Promote fair, circus, bazaar, carnival.
272. Film a motion picture of school life.
273. Arrange lecture courses and outside talent programs.
274. Provide for proper auditing, reporting, publicity.
275. Appoint treasurers, bankers, finance officers.
276. Review budgets for all school activities.
277. Establish standards of school conduct and morale.
278. Sell tickets, publications, pennants, arm bands, caps.
279. Study the work of national organization of students.
280. Issue membership cards and admittance tickets.
281. Solicit advertising for programs, stage curtains, publications.
282. Supervise accounting system and expenditure of funds.
283. Collect school songs and cheers.
284. Provide messenger service for the school office.
285. Cultivate proper attitude toward school issues and problems.
286. Introduce students to new school activities and projects.
287. Promote inter-home room program exchanges and visits.
288. Establish and enforce eligibility rules.
289. Sponsor campaign to teach tolerance to students.
290. Correspond with students in other countries to promote good-will.
291. Sponsor "Come to High School Campaign" among prospective students.
292. Conduct reorganization program to make the council represent all students.
293. Help with activities to further patriotism.
294. Operate summer camp and school cabin.
295. Conduct campaign to eliminate smoking and gum chewing.
296. Organize and conduct fire drills.
297. Keep a box in which students are encouraged to deposit suggestions.
298. Participate in student-faculty planning of school affairs.
299. Plant and care for trees, shrubs, flowers.
300. Study accident prevention and work for elimination of hazards.
301. Hold mock political conventions and model sessions of congress.
302. Study ways to secure co-operation of administration and faculty.
303. Conduct all functions of school on annual "Students' Day."
304. Send cards to convalescent students and teachers.
305. Approve laws, constitutions, and regulations of all organizations.
306. Take charge of classes during faculty meetings and teachers' absences.
307. Work on specific school problems as they arise.
308. Invest money raised for permanent funds.
309. Serve as costume committee for special days.
310. Register auto drivers and keep records of drivers' offenses.

Stunts and Program Material

MARY M. BAIR, Department Editor

'Short Shorts'

Let students do bits of research concerning the *First Continental Congress* as assembled in Carpenter's Hall, Philadelphia, on September 5, 1774. Put these notes into prologue and epilogue form. Let two readers appear, dressed in authentic period costume, the first to read the prologue, this reading to be followed by a short dramatization of the Congress, then the reading of the epilogue.

A series of travelogues given by those students who have taken any sort of trip during the vacation just ended. Such a series may be divided into various types of travel and types of places visited.

Something concerning the life of James Fenimore Cooper. Bits from his *Leather Stocking Tales*. Contrast the life of the early Mohicans with the life of the average Indian as influenced by our American life of today.

Book reviews and forum discussions of books read during vacation. Try to make such programs include books on science, history, biography, and travel, as well as books of fiction.

Talks or papers on the sixcentenary observance of Dante Alighieri, as celebrated in 1921. Magazine references may be found in the *Reader's Guide* of that year. Since the above mentioned celebration was world-wide, the present program may present numerous impressions and opinions of the great poet. First, read and interpret short excerpts from "The Divine Comedy," then let students in turn present Dante as poet, philosopher, prophet, and patriot.

Such a program might end with a discussion setting forth reasons why Dante has taken and held a place of eminence during six centuries, and why it is worth-while to read his works.

A talk on *The Three Essentials of Heroism* as set forth by the World Hero Calendar Department (National Council for Prevention of War). These essentials are as follows:

1. Nobility of Character
2. Fearless and Self-Sacrificing Devotion to a Great Cause
3. Constructive Work for Humanity of a Permanent Character

Following these talks on *The Three Essentials of Heroism* ask students to volunteer with speeches concerning noted men of history who deserve to be included in a list of world heroes.

Something concerning folk music, its ori-

gin and purpose. This theme will then serve for several programs, one for each of the following countries: Scotland, Italy, Wales, Ireland, Russia, Sweden, France, England, Holland, Germany, and America. Each program may end with the singing of folk songs of the country featured in that particular program.

Men and Work

Many types of program may be arranged with Labor Day as the theme. One such entertainment was made especially interesting because each phase was given a different student and that student made responsible for his part as an individual, or as director of a group essential to some part of the program as a whole. The order of the above mentioned entertainments was as follows:

Why men work. This introduction included a practical demonstration showing how work educates, liberates, and socializes man. Facts of history, psychology, the creative urge, and the love of crafts were cited.

Next came an account of the founding and observance of the day, then the spirit and purpose.

History and problems of organized labor were followed by accounts of modern industrial movements.

Then "The Iron Man in Industry" showing the social significance of automatic machinery, served as a prologue to a short pageant in which the forces for good and for evil were seemingly forever at war in a modern industrial city.

This pageant, merely a ten minute sketch, was symbolical in type and made a most fitting climax to a program which was educative in every respect.

Note: Any one of the following plays is appropriate for production in observance of Labor Day:

The Silver Box by John Galsworthy (Scribners)

The Price of Coal by Harold Brighouse (French)

The People by Susan Glaspell (Dodd-Meade)

Daily Bread by Mary Katherine Reeley (Baker)

American Education Week for 1939

Start your plans now for American Education Week which starts on Sunday, November 7, 1939. Make your community "school con-

scious" and make your school "community conscious."

There are numerous types of entertainment which will stress the topics as set down for each day of the week. Skits, pantomimes, stage pictures, playlets, black outs, etc., can be supervised by the instructor and worked up by the class or group. Research involved in the making of any entertainment relative to any phase of the general theme: "Education for the American Way of Life" has much educative value.

Daily topics for Education Week are as follows:

The Place of Religion in Our Democracy
Education for Self-Realization
Education for Human Relationships
Education for Economic Efficiency
Education for Civic Responsibility
Cultivating the Love of Learning
Education for Freedom

The STUNTS AND ENTERTAINMENT department in the October and November issues of SCHOOL ACTIVITIES will carry out outlines and suggestions for entertainment features appropriate for each of the above mentioned subjects. Since these suggestions must, of necessity, be general in nature, and the local program should have something of local interest, it is urged that instructors use their own initiative in making original plans for Education Week entertainment.

Progress

Relate the story of Balboa, the Spanish explorer's discovery of the Pacific Ocean. At intervals during this narration, draw back a curtain showing "statue groups" or tableaux arranged after some of the most famous pictures of Balboa and his followers.

Follow the above with a brief sketch of Henry Hudson, that English navigator in the service of Holland, as he entered the river which is given his name. Show at least one "statue group" with Hudson as its central figure. Then tell of Robert Fulton as assisted by Benjamin Henry Latrobe in introducing steam navigation. Latrobe should be shown as the British-American architect and engineer who was one of the architects of the Capitol building at Washington, D.C.

A little research concerning the tercentenary of the discovery of the Hudson River and the centenary of steam navigation as celebrated in 1909 will provide interesting background against which to compare the wonderful feats of engineering which make our "modern" crossing of the Hudson possible.

If pictures of the Holland Tunnel and the George Washington Bridge can be shown, as these structures are described from the plat-

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A. J. Stoddard, Superintendent, Philadelphia Public Schools—"This organization fills an important, timely role in offering a program of alcohol education that promises to produce desirable results in the lives of our high school students."

Ell C. Foster, Principal, Central High School, Tulsa, Oklahoma—"Mr. W. Roy Breg is one of the most effective speakers we have had. The students and faculty were very enthusiastic about him and his program."

L. W. Brooks, Principal, Wichita High School East, Wichita, Kansas—"The truly scientific manner in which Mr. Breg presented the subject of alcohol to the students should commend itself to all people who want the truth. In my opinion, Mr. Breg has the only approach to the problem that has an appeal to the young people. Our Allied Youth Post has made a definite contribution to the school."

John W. Harbeson, Principal, Pasadena Junior College, Pasadena, California—"I should like very much to secure Mr. Breg for an address some time next school year before our entire student bodies on both East and West campuses. The effective appeal which he made to our freshmen classes last fall is something which, in my opinion, should reach the entire student body."

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A Pageant on the American Indian

MISS ANNA ELLIOTT, Physical Education
Instructor, Marysville Junior High (Wash.)

A successful and valuable all-school project grew out of the desire to present the physical education department of the Marysville Junior High School in a school program. The pageant of the American Indian was chosen as the subject for such a program because of the many possibilities for drills, dances, and demonstrations. It was chosen also because of the nearness of the Tulalip Indian Reservation, which added greatly to the interest. We were fortunate to obtain the help of an Indian Princess in the preparation of the pageant.

Following the choice of the subject for the program, all departments of the school found opportunities to develop interesting projects concerned with Indian history and culture. The art department studied Indian designs and weaving, which were later used to decorate posters, costumes, and shields. The boys' and girls' glee clubs prepared Indian music for group and solo singing which was used as a background for the drills and dances. Be-

fore and since the presentation of the pageant the literature and history classes have found a new interest in stories of the American Indian. The school bulletin board was used to display Indian art, costumes, handcraft, and tools.

The gym floor was used as the stage upon which the story of the American Indian was told, for practically every student in the school had some part in the pageant. Out of an enrollment of 265 students 210 appeared in the program. Most of the remainder were used to help with the preparations.

The highlights of the program featured both students and residents of the Tulalip Indian Reservation. A paddle drill by a group of seventh grade girls which ended with a display of phosphorous canoes paddled around the floor in darkness was one of the most effective numbers. Two Indian boy students presented a devil dance. The program also included a tomahawk and shield dance, tumbling, girls' marching drills, Indian wrestling, and Indian statuary. There were also touches of comedy which kept the pageant from becoming too solemn. The pageant was effectively brought to its close by a farewell dance by our Indian Princess followed by an Indian lullaby sung by the entire cast. The program was a continuous affair lasting one hour and twenty-five minutes.



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The work of preparation was handled by faculty committees with student help. There were art, music, costume, properties and floor arrangement, advertising and ticket committees, as well as the committees that rehearsed the students in their drills, dances, and demonstrations.

The student council of the school, feeling a deep respect for a departed Indian Chieftain, dedicated the program to Chief Shelton, famous totem pole carver and prominent Indian leader in the Pacific Northwest. A friend of all Boy Scouts and many times a speaker at the school, the spirit behind the dedication was sincere.

(For further information in regard to the program write to John E. Dixon, Principal, Marysville Junior High School, Marysville, Wash.)

The Quiz Assembly Program

(Continued from page 20)

books more thoroughly, that they are more observing, and that they are more critical of their answers. While we strive to keep the program informal, it has not affected class conduct adversely.

Fourth, it leads to an increase in student participation. The same persons are not used too often, and all who are interested are given an opportunity to participate. Youngsters who never before appeared on the stage of our auditorium have had their chance "on the boards." I cannot explain the psychology of this phenomenon, but some of our shyest and introverted students have signed up for the programs. One lad whom I have had in class for the past year and whom I never suspected of being interested in music, has expressed a desire to play his piano-accordion on the stage. Other youngsters have offered to give novel offerings in connection with the program.

Aside from the entertainment aspect mentioned, I find that students can do an excellent job of handling the program. Too often, we as teachers have neglected to give students the opportunity to carry out a program for themselves. As these programs continue, I hope to be able to withdraw more and more into the background. Nor am I being contradictory when I say that a certain amount of faculty supervision is necessary. Care must be taken not to release the reins too soon; that is, the adviser should assume the announcer's duties until the correct audience behavior is assured. Even today we feel that, while student announcers are the ultimate goal, care must be taken in the selection of these people, and consideration must be given to their effect upon the audience.

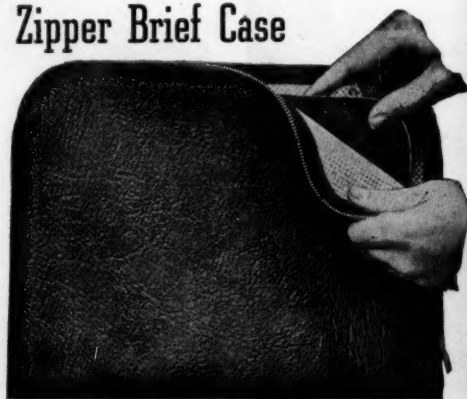
Next, one of the most unforeseen by-products of our quiz programs is in the direction

of audience behavior. In the past, student presentations have been received, at best, lukewarmly unless the program was purely farcical, whereupon the noisy element (and every school has one) would give vent to hoots and other forms of derision. Talking to one another was quite common, and other minor but nevertheless irritating peccadillos detracted from the assembly program. It would be too much to say that the quiz program has eliminated such conduct entirely. I do feel, however, that our student audience has been attentive enough to warrant the trial of a panel discussion or forum type of assembly program.

Finally, such a program lends itself very well to the development of well-rounded students who are informed along many lines. The student who specializes in athletics or some specific academic field may be challenged by a question that is outside his own realm. Also, girls enjoy the competition which such a program affords, since competitive events between girls and boys are none too plentiful.

Perhaps I claim too much for this type of program. Surely much is still to be improved in our presentations. Nor do I mean to convey the impression that the idea is new. Perhaps other schools have used such a program for some time and more successfully than we have. What I am endeavoring to point out are the infinite possibilities of such a program and the need to predicate our educational program on the basis of student interest. The quiz program itself may be outmoded within a year or so, but for the present its application and philosophy must not be overlooked.

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Parties for the Season

EDNA E. VON BERGE,
Department Editor

Orientation Party

The Burbanks of the world well know that when a shrub is moved from one place to another, a period of readjustment must follow. Even under the most perfect conditions, the growth at first wilts and struggles along. Finally with the best of care, it flourishes and takes its place contentedly amidst the new surroundings.

When an immigrant is transplanted from one country to another, a similar period of readjustment follows. With new customs to be learned, a foreign language to be mastered, and friends to be cultivated, the immigrant struggles bravely along through periods of great despair and sorrow. Usually he finds himself in the new world, and lives happily among his newly made friends.

Transplanting anyone at any age from one situation to another, is similarly a trying ordeal. The kindergarten child, for example, returns cross, upset, and fatigued from his first day at school. So too does the high school student, college student, or beginner in any new school situation.

Everything possible should be done to make this transplanting as easy, as happy, and as comfortable as it can be. Of special importance is this in the case of the school pupil whose first impressions count so much toward the development of desired school attitudes.

To make the newcomer at ease, to insure desirable attitudes from the very beginning, to avoid the development of an inferiority complex, to insure good health, and to teach school policies and practices, an ORIENTATION PARTY is a desirable one for the first of the year.

Such a party becomes a worth-while project for any advanced class, club, big sister or big brother organization. Dividing the girls and boys into separate party groups insures better results, if the entering class is large.

The entire program, elaborate or simple, may center around a wedding. Such a theme holds a natural appeal for all ages and both sexes, and offers numerous possibilities. It may be staged in the auditorium, cafeteria, or gymnasium.

Wedding invitations, following the customary form, are sent in advance. At the appointed time, the guests are met at the door and ushered to seat or standing room, depending upon existing circumstances. There is an air of solemnity, formality, reverence, peace, and quiet—introduced by the use of

palms, flowers, candlelight, an improvised altar, and soft music of the "I Love You Truly" type.

Suggested garments for the wedding are:
Minister—Choir robe, baccalaureate robe, collar worn backwards.

Groom—School band or cheerleader suit, or dark suit with school banner draped across the front.

Bride—Sweater and skirt in school colors, or the traditional white dress and veil. (Mosquito net) Bridal party bouquets of garden flowers appear professional and add an effective touch of color when they are tied with satin or crepe paper ribbons with very long streamers.

Bridesmaids—Long party dresses in pastel shades are preferable to the short afternoon dress. Poke bonnets are easily made of lightweight, colored cardboard and decorated with real or crayon flowers.

The school song may be substituted for the usual "Here Comes the Bride," as the bridal party enters.

The bride, representing the incoming student, and the groom representing the school, speak the vows in accordance with this service.

Minister: Dearly Beloved. We are gathered here in this beloved school and in the face of this (name of school) company, to join together this incoming student and the school, which is commended of all officials to be honorable among all students, and therefore is not by any to be entered into inadvisedly or lightly, but enthusiastically, honestly and willingly, and in the fear of those who have a hand in formulating the school policies. Into this desired state, these two persons have come now to be joined. If anyone can show just cause why they may not lawfully be joined together, let him now speak, or forever hold his peace.

(Then speaking to the bride and groom) I require and charge you both, as ye will answer at the dreadful day of judgment, when the secrets of all hearts shall be disclosed, that if either of you know any reason why ye may not come together in the school, ye do now confess it.

(Then speaking to the groom) Wilt thou (Harry Smith), representing the school have this incoming student to live in peace and harmony in all phases of school life? Wilt thou comfort her when she is in trouble, encourage her when she is discouraged, show her the way in all things when she is in

doubt, set the example in all the things you yourself do, and forsaking all others, keep her constantly under your guidance as long as ye both shall be in school?

(The groom then answers) I will.

(The bride and groom then hold hands.) The groom continues: I, Harry Smith, representing—School, take thee, (Mary Cox), to be a true and lawful student of the school from this day forward, for better or for worse, for richer or for poorer, in sickness and health, to love and to cherish till leaving school us do part; and thereto I plight thee my troth.

(The bride then repeats after the minister) I, Mary Cox, take thee, Harry Smith, representing the school, to be my friend and counselor, to have and to hold from this day forward, for better or for worse, for richer or for poorer, in sickness and health, to love and to cherish till leaving school us do part; and thereto I give thee my troth.

(The groom then presents the bride with a school loving cup, banner pin or ring saying:) With this (—) I thee present, and with all these school laws I thee endow. Treasure what the school has to give forever and ever.

(The bride then answers:) I, Mary Cox, representing the newcomer in the school, promise that I shall follow all the rules of the school; that I shall give her my loyalty henceforth; that I shall carry along her good name in whatever I do and wherever I may be.

(The minister then turns to the guests:) Friends, you all have a great responsibility in this union. There are those among you who too are newcomers or established students of the school. Will those who have been in the school repeat after me the following:

"I, a student of the school, promise that in all things I shall set the example; that I shall always be on the alert to help the newcomer along the school way; and that I shall follow all the school rules and teachings."

(The newcomers repeat after the minister:)

"I, a newcomer to the school,

1. Promise to be courteous to all students and teachers.
2. To be neat and clean in dress at all times.
3. To be honest in the taking of tests and doing all school work.
4. To be loyal, friendly, helpful to all.
5. To be a good citizen outside of school as well as in school."

(Any other special school rules may be introduced here.)

(The minister continues speaking to all:) And now I pronounce you all true and worthy student members of (—) School. Guard your words and actions at all times.

Additional suggestions for the further success of this occasion are:

1. At the conclusion of the service, the assembled guests sing the school sing.

2. A guest book containing a school vow may be signed by all present.

3. The bride gifts may be displayed in an adjoining room, or in the corner of the room in which the ceremony takes place. These are trophies won by the school, school flags, and school handbooks.

4. Stiffly starched white coats are worn by the boy caterers who serve paper cups of ice cream decorated with fluted crepe paper around the outside, or small dainty cakes and punch. A wedding cake which the bride cuts, adds a realistic touch. The cakes for the guests may be served in small white boxes and tied with ribbons in the school colors.

5. Dancing may follow for older groups of students.

For boys' parties, a Kings Court, with the incoming members presented for knighthood honors, may be preferred. This theme, too, may prove to be appealing and spectacular through the use of a throne, royal robes, scepters, court jesters, armored soldiers, the King's dancers, and music. With slight changes in the wording the wedding service may be used.

Picnic Party Pointers

At certain seasons of the year, business houses inaugurate clearance sales to clean up the shelves for new stock. Bargain hunters know that it is possible to purchase these end-of-the-season articles at reduced prices and store them away for future use. Summer end sales will include picnic clothes and equipment, for in the eyes of the business man they are out of season. In the mind of the picnic goer, however, the season is still in full swing and picnic clothes are assured of considerable wear before winter winds begin to blow.



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The process of planning, preparing, and serving picnic food is a party in itself and little stress needs to be placed on the entertainment. A few tips pertaining to the food for picnics will no doubt be welcome for fall school picnic parties.

1. Wrap foods in several thicknesses of newspapers to keep them hot en route to the picnic spot.

2. Provide for juiciness through the use of oranges, or other beverages, if water is not available for drinking.

3. Exchanging or sharing the packed picnic lunch box is always fun. A girl considers it quite a lark to be responsible for the preparation of, and later sharing of, the lunch with one of the boys.

4. To reduce cost, to safeguard against large supplies of food on hand, should the weather fail to co-operate; and to simplify plans for the committee: each guest may be requested to supply his own bacon, weiner, hamburger or steak for cooking over the fire. Let the class or club funds provide for the ice cream, coffee, etc.

5. Co-operative picnics are usually well liked, for they eliminate work, especially for those in charge. It is safer for the committee to make definite assignments to avoid a one-sided menu. Imagine everyone bringing the traditional baked beans or potato salad!

6. A number of small fires in place of one large one prevents crowding when guests cook their own steaks, weiners, and marshmallows.

7. Divide the responsibilities among as many as possible. Most people enjoy taking an active part in the preparation, cooking, and serving. Boys delight over the building of the fires and taking charge of the cooking.

8. Suggested committees for a well planned picnic are: Food, transportation, serving, clean-up, games and entertainment, singing, invitations, general planning.

9. Provide games or entertainment of an active nature, as suggested in the game, "Goofy-Golf Horseshoes."

Goofy-Golf Horseshoes

D. R. SPRANKLE, Dept. of Physical Education, Albion College, Albion, Michigan

This game is played over a course, preferably through a woods and over uneven ground. Rules of the game are few and simple, with standard horseshoes and scoreboards the only necessary equipment.

The course is set up as for golf, with stakes representing the holes. Though an eighteen hole course is preferable, a nine hole course may be substituted if space is limited. These holes are placed at different lengths, some

very short, and some long. Many hazards are desirable, adding excitement and interest to the game. They may be pegs on top of, or at the base of, tree stumps; holes on the edge of a bank; or the necessity of a long pitch between two closely situated trees.

As in golf, each throw counts as a stroke. Each succeeding peg must be rung to complete the hole. The throw must be made from behind the preceding "lie." The far man from the peg throws first. Added interest is assured if a difficult par is set.

As many can compete at one time as there are horseshoes, though twosomes or foursomes are more desirable. Skills, attitudes, physical conditioning, and recreation of the finest type are a few of the many objectives set up when this game was conceived by George Crossland, Boy Scout Executive for Lenawee and Monroe counties in Michigan.

The Accounting of Extra-Curricular Activity Funds

(Continued from page 9)

sum of the receipt column in the General Account. The sum of the disbursements of all accounts should equal the sum of the total disbursements in the General Account, and the sum of the bank balances of all accounts should equal the final bank balance shown in the General Account.

REPORTS

Monthly reports of all funds in the school should be made to the high school principal. However, the cumulative balance system in the keeping of the General and Special Accounts makes it possible for the central treasurer to give the balance in any fund to a school officer or sponsor at any time. The bulking of school money makes it possible to pay a temporary deficit in one account out of the surplus in another account. This system also permits taking any cash discount allowed for the payment of a bill within a specified time.

GENERAL EQUALIZATION RESERVE FUND

In order to build up a reserve against lean years, it is recommended that a 5 per cent tax be charged against the income of each activity to be put into a general equalization fund. (Any per cent of tax could be decided

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upon by the faculty and council.) Half of this 5 per cent tax might be used each year to help organizations like debating and student council, or any activity that is not self-supporting. The reserve fund could be used as a sort of insurance against lean years when an activity might go in the red due to poor weather or poor talent. This plan might preclude junk sales, candy sales, magazine sale drives, tag days, or any of the less dignified money-raising activities. Small miscellaneous expenses could also be paid out of this fund. Any balance left in the senior class, or any activity that had ceased to operate would automatically be placed in this fund.

GENERAL SUGGESTIONS

1. Pay bills promptly in order to take advantage of discount.

2. Central treasurer might issue all purchase orders as this would prevent activities going in the red.

3. Money should be sent to the bank every day. No money should be left in lockers or teachers' desks over night.

4. Plan to use after banking hour depository if one is available. This is a splendid way to take care of the receipts of night programs.

5. Finances of the cafeteria, locker fees, sale of books, etc., should either be handled in a separate account or by the board of education direct.

6. The financing of permanent equipment such as piano, stage curtains, lighting of athletic field, should be done by the board of education.

7. If the present trends continue, it seems that most activities will be financed by the board of education and admission to these performances will be free.

8. It is better to make changes in the accounting system gradually rather than adopt a highly complicated system in one year. Complicated systems often bog down in their first year, so it might be well to start with two or three essential forms and add others as the need arises.

CONCLUSION

Student activities of some kind exist in all high schools and money is raised and expended for them. It is important that an appropriate plan of accounting be used for even the smallest school and for the smallest activity in that school. If mismanagement or corrupt practices occur, the administrator is held responsible by the board of education and the public. Therefore, the administrator should take the initiative in seeing to it that adequate and accurate accounting is made of the finances of all the recognized activities of the school. It is believed that the plan submitted in this article can easily be adapted to the needs of almost any local situation.

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- **101 BEST STUNTS**, by Jim Ford. Published by Laros Publishing Company, 1939.

This is a book full of ideas for initiations, after-dinner programs, and such other special occasions as call for something interesting and impressive to do. Explanations of the various "stunts" are clear but concise and usually occupy less than a page of book space. This absolute freedom from "padding" makes the book unique and highly effective in supplying workable ideas for the program committee. The index lists a total of one hundred one items, all adaptable to a number of uses.

- **RADIO SCRIPTS**, compiled by Blanche Young, Director of Radio Activities, Indianapolis Public Schools. 117 pages.

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- **YOUR DAILY PAPER**, by John J. Floherty. Published by Lippincott.

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- **HIGH SCHOOL JOURNALISM**, by Spears and Lawshe. Published by Macmillan, 1939.

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"Man is the merriest species of the creation; all above or below him are serious."—Addison.

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Comedy Cues

If one is a tooth and a whole set are teeth,
Then why shouldn't booth in the plural be
beeth?

If the plural of man is always called men,
Why shouldn't the plural of pan be called
pen?

You may find a lone mouse or a whole nest
of mice,
But more than one house is most surely not
hice.

A cow in the plural is properly kine,
But a bow if repeated is never called bine.
Then one may be that and two would be
those,

Yet hat in the plural would never be hose.
We speak of a brother and also of brethren,
But though we say mother, we never say
methren.

The masculine pronouns are he, his, and him,
But imagine a feminine she, shis and shim!
So the English, I fancy you all will agree,
Is the funniest language you ever did see.

—Inland Printer.

The class in public speaking was to give
pantomimes that afternoon.

One freshman got up when called on, went
to the platform and stood perfectly still.

"Well," said the professor after a minute's
wait for something to happen. "What do you
represent?"

"I'm imitating a man going up in an ele-
vator," was the quick response.—*American
Observer.*

"Pop, will I look like you when I grow up?"
"Everybody seems to think so, Son."
"Well, I won't grow up for a long time yet,
will I, Pop?"—*Capper's Weekly.*

SEASONAL

"When do the leaves begin to turn?"
"The night before exams start."

—*Texas Outlook.*

The farmer's daughter had at last per-
suaded her father to let her take singing
lessons, but on condition that she practice

while he was out working in the fields. One
day he came back to the house unexpectedly
during the day.

"What's that awful noise, Minnie?" he
asked his wife.

"That, dear," replied Minnie proudly, "is
Jane cultivating her voice."

"Cultivating!" exclaimed the farmer. "That
ain't cultivating—that's *harrowing*!"—*Gar-
goyle.*

"Which platform for the Boston train?"
Porter—"Turn to the left and you'll be
right!"

"Don't be impertinent, young man."
"All right, then, turn to your right and
you'll be left!"

English Teacher: "Will you correct this
sentence, 'Girls is naturally better looking
than boys'."

Sophomore: "Girls is artificially better
looking than boys."

"Tommie," said the teacher, "what is one-
fifth of three-sevenths?"

"I don't know exactly," replied Tommie,
"but it isn't enough to worry about."—*Oasay-
cap Chronicle.*

A parent recently had occasion to punish
his six-year-old son. That night he overheard
the youngster saying his prayers.

"Lord, make me a good boy," pleaded the
child. "I asked yesterday, but I suppose you
overlooked it."—*Edinburgh Dispatch.*

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